

NORTH SLOPE BOROUGH SCHOOL DISTRICT - PRINCIPAL EVALUATION

NAME: _____ ASSIGNMENT: _____ SCHOOL YEAR: _____

Statement of Purpose

An aligned performance evaluation is critical in the process of leader preparation, induction, and development. The North Slope Administrative Evaluation Process (NSAEP), provides the framework for leader development throughout the district and serves as a platform for developing excellent educational leadership in the North Slope Borough School District (NSBSD). The effective implementation of NSAEP assures quality school leadership at the building and district level. As a result of this effort to enhance leadership capacity, the following outcomes should be influenced:

Professional Growth – Individual administrators demonstrate professional growth through participation in a quality performance-based, developmental approach to evaluation. Individuals grow professionally through self-reflection, goal setting, and the use of support systems that foster continued growth from entry through retirement.

School Improvement and Student Achievement – Competent administrators provide better academic and non-academic educational experiences for their respective schools. Perception data from parents, patrons, students, and staff along with a variety of measures of student success document this impact.

Systemic Growth across the District – School districts with more competent district and building leaders provide better academic and non-academic experiences for students across all the schools within the system. At each school and across the district a variety of measures of student success and perception data from parents, patrons, students, and staff document this impact.

Systemic Growth – Administrator evaluation processes coupled with other statewide preparation-program and development efforts that foster continued growth and development of district and school leaders.

These four potential outcomes parallel the stages of growth through which highly effective educational leader's progress.

Rating System

Exemplary/Proficient means the principal consistently demonstrated those skills and behavior during the evaluation cycle.

Developing means the principal is satisfactorily working to develop those skills and behaviors required to be proficient/mastery.

Unsatisfactory means the principal consistently failed to demonstrate those skills and behavior during the evaluation cycle. *A Targeted Plan For Improvement is required for standards that are unsatisfactory.*

Acceptable professional evaluation is not a guarantee of future employment with the district.

SUMMATIVE EVALUATION ON EACH STANDARD

STANDARD 1 7 Elements <u>Exemplary</u> = _____ <u>Proficient</u> = _____ <u>Developing</u> = _____ <u>Unsatisfactory</u> = _____	STANDARD 2 9 Elements <u>Exemplary</u> = _____ <u>Proficient</u> = _____ <u>Developing</u> = _____ <u>Unsatisfactory</u> = _____
STANDARD 3 8 Elements <u>Exemplary</u> = _____ <u>Proficient</u> = _____ <u>Developing</u> = _____ <u>Unsatisfactory</u> = _____	STANDARD 4 5 Elements <u>Exemplary</u> = _____ <u>Proficient</u> = _____ <u>Developing</u> = _____ <u>Unsatisfactory</u> = _____
STANDARD 5 4 Elements <u>Exemplary</u> = _____ <u>Proficient</u> = _____ <u>Developing</u> = _____ <u>Unsatisfactory</u> = _____	STANDARD 6 2 Elements <u>Exemplary</u> = _____ <u>Proficient</u> = _____ <u>Developing</u> = _____ <u>Unsatisfactory</u> = _____

Culturally Responsive Leadership 7 Elements
Exemplary = _____
Proficient = _____
Developing = _____
Unsatisfactory = _____

EVALUATOR'S RECOMMENDATION: Recommend continued employment: <input style="width: 30px;" type="checkbox"/>	Recommend non-renewal of employment: <input style="width: 30px;" type="checkbox"/>
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 Date: _____
 Employee's Signature

 Date: _____
 Evaluator's Signature

Signature indicates the employee has seen the evaluation and the administrator has conferenced with the employee regarding the evaluation. Signature is required but does not necessarily indicate agreement with the evaluation. Employees may attach written comments to the evaluation within 72 hours of receipt of the evaluation. Evaluation becomes final after 24 hours from signature.

NORTH SLOPE BOROUGH SCHOOL DISTRICT PRINCIPAL'S EVALUATION

Performance Standard I – VISION OF LEARNING

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
	<i>In addition to meeting the requirements of proficient.</i>	<i>Proficient is the expected level of performance.</i>	<i>Performance is often below established standards and/or demonstrates inconsistency.</i>	<i>Performance is consistently below established standards.</i>
1.1 Uses research about best professional practice.	The principal uses a wide variety of current research about best practice to support and drive learning and instruction. The principal engages all staff in review of current research and provides opportunities for staff engagement and professional development.	The principal uses research about best practice to support learning and instruction. The principal shares current research with staff and provides opportunities for staff feedback and engagement.	The principal inconsistently uses research to support learning and instruction. Staff is seldom involved in a review of the research. Learning and instruction are sometimes supported by research regarding best practice.	The principal inadequately supports learning and instruction with research about best practice and instruction.

Comments:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
1.2 Recognizes the uniqueness and educability of each learner in a pluralistic society.	The principal spends time learning about individual students. The principal creates opportunities to recognize the uniqueness and educability of each learner. When appropriate the principal advocates for individual learning programs to enhance student learning.	The principal advocates for all students and ensures learning programs recognize the uniqueness and educability of each learner.	The principal inconsistently recognizes the uniqueness and educability of each learner. The principal does not recognize the importance of programs that support individual students.	The principal has little understanding regarding the importance of recognizing the uniqueness and educability of each learner.

Comments:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
1.3 Plans for continuous, comprehensive, systemic school improvement.	The principal develops long and short range plans to implement continuous, comprehensive, and systemic school improvement using all resources available. The principal develops avenues for all staff to engage in the process; when appropriate parents and students participate.	The principal develops long and short range plans for continuous, comprehensive, and systemic school improvement. Professional staff is encouraged to participate and are given opportunities to provide input.	The principal inconsistently uses planning for continuous, comprehensive, and systemic school improvement. Where it does exist fails to implement fully.	The principal fails to develop plans for continuous, comprehensive, systemic school improvement.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
1.4 Uses data for vision-driven change.	The principal uses a wide variety of data to support and drive school improvement and change. The principal engages all staff in review of current data and provides opportunities for staff engagement and data collection.	The principal uses data to support and drive school improvement and change. The principal engages staff in review of current data and provides some opportunities for staff engagement and data collection.	The principal uses limited data to support and drive school improvement and change. The principal includes a narrow cross section of staff to review current data and seldom provides opportunities for staff engagement and data collection.	The principal rarely uses data to support and drive school improvement and change. The principal does not include staff in review of current data and seldom provides opportunities for staff engagement and data collection.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
1.5 Promotes personal reflection (open to continuous review and revision through thoughtful study of one's beliefs and practices).	The principal continuously promotes and provides opportunities for reflective practice as a means to continuous professional growth and improvement of one's practice.	The principal encourages reflective practice as a means to continuous professional growth and improvement of one's practice.	The principal values reflective practice but does not promote it as a means to continuous professional growth.	The principal puts little value on reflective practice as a means to continuous professional growth.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
1.6 Uses fundamental principles of interpersonal communication, consensus building, conflict resolution, and organization change.	The principal uses superior skills in the fundamental principles of interpersonal communication, consistently builds consensus, uses highly developed conflict resolution skills, and systemically plans for organization change.	The principal uses fundamental principles of interpersonal communication, builds consensus when possible, uses conflict resolution whenever possible, and plans for organization change.	The principal is not consistent using fundamental principles of interpersonal communication, builds consensus on a limited bases, seldom uses highly developed conflict resolution procedures, and rarely plans for organization change.	The principal lacks fundamental principles of interpersonal communication, is unable to build consensus on a consistent basis, conflict resolution procedures are not evident, and organization change is not planned.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
1.7 Engages in self-reflections and own professional growth.	The principal is continuously reflective of their own practice and performance. The principal seeks out feedback from multiple constituents to review, revise and improve their own practice.	The principal reflects on their own practice and performance. The principal uses input from supervisor, staff, and students to review, revise, and improve practice.	The principal is seldom reflective of their own practice and performance. The principal limits ways to review, revise and improve practice.	The principal spends little time reflecting on their own practice and performance. They spend little time in review, revision and improvement of practice.

COMMENTS:

STANDARD II – SCHOOL CULTURE-INSTRUCTIONAL PROGRAM

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators of an effective administrator:	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
	<i>In addition to meeting the requirements of proficient.</i>	<i>Proficient is the expected level of performance.</i>	<i>Performance is often below established standards and/or demonstrates inconsistency.</i>	<i>Performance is consistently below established standards.</i>
2.1 Identifies and codifies varied instructional strategies.	The principal identifies and codifies varied instructional strategies through a full understanding of multiple teaching models. The principal recognizes the appropriate instructional methods and engages all staff in promoting appropriate instructional strategies.	The principal identifies and codifies varied instructional strategies. The principal engages staff to ensure appropriate instructional strategies are implemented properly.	The principal struggles to identify and codify instructional strategies. The principal does not engage staff in implementation of appropriate instructional strategies.	The principal has little or no knowledge of varied instructional strategies.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
2.2 Supports the culture for a caring school community.	The principal actively supports a culture for a caring school community through active engagement with students and staff. The principal develops programs and activities that help actively nurture the culture for a caring community.	The principal supports a culture for a caring school community. The principal supports programs and activities that help actively nurture the culture for a caring community.	The principal does not always recognize the importance or elements required for a culture that creates a caring school community.	The principal shows little or no support for a culture that creates a caring school community.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
2.3 Uses student assessment grounded in the belief that each student can learn.	The principal has a deep understanding of the role student assessment plays in learning. The principal uses assessment to address individual learners and learning programs. The principal shares assessment data with staff in support of individual learners and learning programs.	The principal uses student assessment to address individual learners and learning programs. The principal understands the importance of using student assessment in planning and developing learning programs.	The principal fails to fully use student assessment to address individual learners and learning programs. The principal does not fully understand the assessment process and data.	The principal has little or no understanding of student assessment as it relates to individual learners or learning programs.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
2.4 Uses student data to improve instruction.	The principal has advanced skills in interpreting student data. The principal engages all staff in data analysis that leads to improved instructional programs.	The principal uses data to improve instruction. The principal uses student data when working with staff to improve instructional programs.	The principal does not fully understand how to use student data to help improve instruction. The principal does not fully engage staff in data analysis that would help improve instruction.	The principal has little or no understanding of student data in relationship to improving instruction.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
2.5 Develops, evaluates, and refines curriculum.	The principal is fully engaged with the development, evaluation, and refinement of curriculum. The principal has a thorough understanding of curriculum development and implementation. The principal has designed ongoing procedures to evaluate curriculum and engage all staff in developing, evaluating, and refining curriculum. The principal works in partnership with the curriculum director.	The principal develops, evaluates, and refines curriculum using teacher resources and input. The principal monitors curriculum implementation and effectiveness. The principal works cooperatively with the curriculum director.	The principal does not engage in the development, evaluation, or refinement of curriculum. The principal relies solely on teachers and curriculum director to develop, evaluate and refine curriculum.	The principal shows little or no understanding of the development, evaluation and refinement of curriculum. The principal fails to work cooperatively with staff and/or curriculum director.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
2.6 Plans professional development for staff.	The principal plans and facilitates high level professional development that is aligned with school and district SIP plans and goals. The principal engages all staff in professional development and seeks out resources to support professional development.	The principal plans professional development for staff. The principal works cooperatively with district staff to ensure high quality professional development.	The principal relies on other staff members to provide professional development. Professional development is not aligned with SIP or district goals.	The principal has little or no ability to plan professional development in a meaningful way.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
2.7 Assesses the level of commitment to life-long learning of the staff and students.	The principal designs methodology to assess the level of commitment to life-long learning of the staff and students.	The principal assesses the level of commitment to life-long learning of the staff and students.	The principal inconsistently assess the commitment to lifelong learning of the staff and students.	The principal does little to assess the commitment to lifelong learning of the staff and students.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
2.8 Assesses the nature of a school's climate and culture.	The principal has designed systemic processes to assess the nature of the school's climate and culture. The principal engages staff, students and parents in assessing the school's climate. The principal recognizes the complexity of school climate and culture and constantly reviews data regarding school climate and culture.	The principal assess the nature of the school's climate and culture. The principal uses multiple forms of input to assess the school climate and culture.	The principal spends little time assessing school climate and culture. The principal inconsistently uses input from others to assess the school climate and culture.	The principal puts little time, effort or importance on school climate or culture.

COMMENTS:

Performance Indicator.	EXEMPLARY	PROFICIENT	DEVELOPING	UNSATISFACTORY
2.9 Ensures compliance with Curriculum Standards and benchmarks	The principal has a broad understanding of the school curriculum standards and benchmarks. The principal spends large blocks of time in direct contact with teachers in the classroom assessing implementation of curriculum standards and benchmarks. The principal works with all staff to ensure compliance with curriculum standards and benchmarks.	The principal understands the school curriculum standards and benchmarks. The principal spends time in the classroom assessing the implementation of school curriculum standards and benchmarks. The principal works with teachers to ensure compliance with curriculum standards and benchmarks.	The principal does not fully understand the school curriculum standards and benchmarks. The principal spends little time in classrooms assessing curriculum standards and benchmarks. The principal relies solely on teachers to meet curriculum standards and benchmarks.	The principal has little or no understanding of the school curriculum standards and benchmarks. The principal makes little or no effort to understand the school curriculum standards and benchmarks.

COMMENTS:

STANDARD III – MANAGEMENT

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Indicators of an effective administrator:	EXEMPLARY	PROFICIENT	DEVELOPING	UNSATISFACTORY
	<i>In addition to meeting the requirements of proficient.</i>	<i>Proficient is the expected level of performance.</i>	<i>Performance is often below established standards and/or demonstrates inconsistency.</i>	<i>Performance is consistently below established standards.</i>
3.1 Uses varied principles, theories, and models of management that support effective learning and teaching.	The principal skillfully applies varied principles, theories, and models of management to support effective learning and teaching. The principal fully understands the importance of using situation specific principles, theories, and models of management that support effective learning and teaching.	The principal uses varied principals, theories, and models of management that support effective learning and teaching.	The principal has a limited understanding of the need to use varied principles, theories, and models of management that support effective learning and teaching.	The principal has little or no understanding of the need to use varied principles, theories, and models of management that support effective learning and teaching.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3.2 Analyzes the operations and procedures in a school.	The principal systematically, on a continuous basis, analyzes the operations and procedures in the school. The principal seeks input from all staff, students, and parents to analyze operations and procedures in the school.	The principal analyzes the operations and procedures in the school. The principal uses input from multiple sources to analyze operations and procedures in the school.	The principal has difficulty analyzing the operations and procedures in the school. The principal seldom uses input from other sources to analyze operations and procedures in the school.	The principal spends little or no time analyzing the operations and procedure in the school. The principal fails to use input from others to analyze operations and procedures.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3.3 Involves stakeholders in management decision-making through consensus building.	The principal uses strategically planned events and activities to involve all stakeholders in management decision-making through consensus building. The principal ensures that all voices are heard and that all input is honored.	The principal involves all stakeholders in management decision-making through consensus building. The principal ensures that all stakeholders have an opportunity for input.	The principal inconsistently involves all stakeholders in management decision-making through consensus building. The principal sporadically consults with stakeholders for input.	The principal seldom involves all stakeholders in management decision-making through consensus building. The principal fails to consults with stakeholders for input.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3.4 Building budget is developed to meet the educational goals.	The principal has a thorough understanding of the building and district budgeting process. The principal uses multiple resources to develop the building budget. The principal makes budget decision in the best interest of the educational goals of the school.	The principal understands the building budget and uses multiple sources to develop the building budget. The principal develops the building budget to meet the educational goals of the school.	The principal has limited understanding of the building budget. The building budget is not totally aligned to meet the educational goals of the school.	The principal has little or no understanding of the building budget. The building budget is not aligned to meet the educational goals of the school.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3.5 Utilizes human resources.	The principal is skilled at using all human resources to meet the needs of students and educational programs. The principal uses all district resources to ensure human resources at the building level are utilized fully. The principal follows H.R. policy and procedures. The principal supervises all staff in compliance with district policy and procedures. The principal fully implements with fidelity the NSBSD evaluation and professional growth program.	The principal uses human resources appropriately. The principal uses district resources to ensure building level human resources are fully utilized and H.R. procedures are followed. The principal supervises all staff in compliance with district policy and procedures. The principal implements the NSBSD evaluation and professional growth program.	The principal does not fully utilize human resources appropriately. The principal does not fully use district resources to ensure building level human resources are appropriate and H.R. procedures are followed. The principal does not fully supervise all staff in compliance with district policy and procedures. The principal has not fully implemented the NSBSD evaluation and professional growth program.	The principal has little or no ability to use human resources appropriately. The principal does not use district resources appropriately and does not follow H.R. procedures. The principal does not supervise all staff in compliance with district policy and procedures. The principal has not implemented the NSBSD evaluation and professional growth program.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3.6 Addresses confidentiality and privacy issues.	The principal protects confidentiality and privacy issues and ensures that other staff members are well versed in matters of confidentiality and privacy.	The principal protects confidentiality and privacy issues.	At times the principal fails to protect confidentiality and privacy.	The principal often fails to protect confidentiality and privacy.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3.7 Analyzes safety and accessibility of the school environment.	The principal systematically on a continuous basis analyzes the safety and accessibility of the school environment. The principal seeks input from maintenance, outside consultants, current research, staff, students, and parents to analyze school safety and accessibility.	The principal analyzes the safety and accessibility of the school environment. The principal uses input to analyze school safety and accessibility.	The principal has difficulty analyzing the safety and accessibility of the school environment. The principal does not seek the input of others to analyze school safety and accessibility.	The principal spends little or no time analyzing the safety and accessibility of the school environment. The principal does not seek or use the input of others to analyze school safety and accessibility.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
3.8 Uses technology to manage school operations	The principal is skilled at using all technology to meet the needs of students and educational programs. The principal uses all district resources to ensure technology at the building level is utilized fully. The principal seeks out ways to improve technology skills.	The principal uses technology to manage school operations. The principal uses district resources to ensure building level technology is fully utilized. The principal takes advantage of technology training when offered.	The principal does not fully utilize technology to manage school operations. The principal does not fully use district resources to ensure building level technology is fully utilized. The principal seldom takes advantage of technology training.	The principal seldom or never uses technology to manage school operations. The principal does not use district resources to ensure building level technology is fully utilized. The principal does not take advantage of technology training.

COMMENTS:

STANDARD IV – COMMUNITY PARTNERSHIP

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community members, responding to diverse community interests and needs, and mobilizing community resources.

Performance Indicators of an effective administrator:	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
	<i>In addition to meeting the requirements of proficient.</i>	<i>Proficient is the expected level of performance.</i>	<i>Performance is often below established standards and/or demonstrates inconsistency.</i>	<i>Performance is consistently below established standards.</i>
4.1 Fosters the involvement of the community in the educational programs of the school.	The principal seeks out ways to foster the involvement of the community in the educational programs of the school.	The principal fosters involvement of the community in the educational programs of the school.	The principal seldom fosters involvement of the community in the educational programs of the school.	The principal fails to foster involvement of the community in the educational programs of the school.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
4.2 Fosters the involvement of the school in the community.	The principal seeks out ways to foster the involvement of the school in the community as part of the educational programs of the school.	The principal fosters involvement of the school in the community as part of the educational programs of the school.	The principal seldom fosters involvement of the school community in the educational programs of the school.	The principal fails to foster involvement of the school community in the educational programs of the school.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
4.3 Fosters the involvement of families in the educational programs of the school.	The principal seeks out ways to foster the involvement of the families in the educational programs of the school.	The principal fosters involvement of the families in the educational programs of the school.	The principal seldom fosters involvement of the families in the educational programs of the school.	The principal fails to foster involvement of the families in the educational programs of the school.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
4.4 Fosters collaboration and communications among members of the school and school community.	The principal seeks out ways to foster collaboration and communications among members of the school and school community.	The principal fosters collaboration and communications among members of the school and school community.	The principal seldom fosters collaboration and communications among members of the school and school community.	The principal fails to foster collaboration and communications among members of the school and school community.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
4.5 Demonstrates diversity as valued.	The principal seeks out ways to promote diversity as valued in the school community	The principal works to ensure diversity is valued in the school community	The principal seldom addresses diversity to promote as a valued part of the school community	The principal fails to address diversity in any specific way as a valued part of the school community

COMMENTS:

STANDARD V – INTEGRITY, FAIRNESS, ETHICS

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Performance Indicators of an effective administrator:	EXEMPLARY <input type="checkbox"/> <i>In addition to meeting the requirements of proficient.</i>	PROFICIENT <input type="checkbox"/> <i>Proficient is the expected level of performance.</i>	DEVELOPING <input type="checkbox"/> <i>Performance is often below established standards and/or demonstrates inconsistency.</i>	UNSATISFACTORY <input type="checkbox"/> <i>Performance is consistently below established standards.</i>
5.1 Assesses and builds the level of trust in a school setting.	The principal constantly assess the level of trust in the school by seeking input from multiple constituents. The principal seeks out ways to build the level of trust. The principal designs activities and programs intended to build trust. The principal's clear and consistent decision making builds high levels of trust in the school.	The principal assess and builds the level of trust through multiple constituents. The principal's clear and consistent decision making builds high levels of trust in the school.	The principal fails to understand the importance of high levels of trust in the school. The principal's inconsistent decision making contributes to low levels of trust in the school.	The principal has fostered little or no trust in the school. The principal's inconsistent decision making contributes to low levels of trust in the school.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
5.2 Examines the prevailing nature of values in the school community.	The principal uses multiple sources to constantly assess the prevailing nature of the values in the school community and seeks input from multiple constituents. The principal seeks out ways to cultivate the prevailing values in the school community. The principal designs activities and programs intended to build on the school values.	The principal constantly assess the prevailing nature of values in the school community. The principal supports efforts to cultivate the prevailing values in the school community.	The principal inconsistently assess the prevailing nature of values in the school community. The principal shows little support for efforts to cultivate the prevailing values in the school community.	The principal provides little or no assess the prevailing nature of values in the school community. The principal provides little or no support for efforts to cultivate the prevailing values in the school community.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
5.3 Examines the essence of how school leaders treat people (e.g. with respect, courtesy, fairness, and equity).	The principal constantly practices a leadership style that demonstrates respect, courtesy, fairness and equity with all constituents. The principal develops programs and activities that promote respect, courtesy, fairness and equity.	The principal works to develop a leadership style that demonstrates respect, courtesy, fairness and equity with all constituents. The principal supports programs and activities that promote respect, courtesy, fairness and equity.	The principal's leadership, at times, shows a lack of respect, courtesy, fairness and equity with some constituents.	The principal's leadership style shows a lack of respect, courtesy, fairness and equity with some constituents.

COMMENTS:

Performance Indicators of an effective administrator:	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
	<i>In addition to meeting the requirements of proficient.</i>	<i>Proficient is the expected level of performance.</i>	<i>Performance is often below established standards and/or demonstrates inconsistency.</i>	<i>Performance is consistently below established standards.</i>
5.4 Demonstrates ethical decision-making.	The principal constantly practices a leadership style that demonstrates ethical decision making. The principal seeks out input from administrative team members in the decision making process.	The principal practices a leadership style that demonstrates ethical decision making.	The principal's leadership, at times, shows a lack of ethical decision making.	The principal's leadership style shows a lack of ethical decision making.

COMMENTS:

STANDARD VI – POLITICAL, SOCIAL, ECONOMIC, LEGAL, CULTURAL

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Performance Indicators of an effective administrator:	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
	<i>In addition to meeting the requirements of proficient.</i>	<i>Proficient is the expected level of performance.</i>	<i>Performance is often below established standards and/or demonstrates inconsistency.</i>	<i>Performance is consistently below established standards.</i>
6.1 Promotes open and ongoing communication with community types concerning trends, issues, and potential changes.	The principal seeks ways to promote ongoing communication with community types concerning trends, issues, and potential changes. The principal designs programs and activities to provide opportunities for community input.	The principal promotes ongoing communication with community types concerning trends, issues, and potential changes. The principal participate in programs and activities designed to gain community input.	The principal seldom promotes ongoing communication with community types concerning trends, issues, and potential changes. The principal resists participating in programs and activities designed to gain community input.	The principal has little or no communication with community types concerning trends, issues, and potential changes.

COMMENTS:

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
6.2 Develops school policies and regulations consistent with local, state, and federal laws and policy.	The principal seeks out multiple resources to develop school policies and regulations consistent with local, state, and federal laws and policy. The principal utilizes the latest publications and consults on a regular basis with other administrators to ensure school policies and regulations are consistent with local, state, and federal laws and policy.	The principal uses multiple resources to develop school policies and regulations consistent with local, state, and federal laws and policy.	The principal often allows school policies and regulations to become outdated and inconsistent with local, state, and federal laws and policy.	The principal allows school policies and regulations to become outdated and inconsistent with local, state, and federal laws and policy.

COMMENTS:

Culturally Responsive Leadership

Equity & Access

Performance Indicator.	EXEMPLARY	PROFICIENT	DEVELOPING	UNSATISFACTORY
CPL 1 Acts with cultural competence and responsiveness in interactions, and decision making.	The principal models and demonstrates for staff the development and growth of partnerships with families, staff and communities to ensure fair treatment and equitable access to educational, social and emotional opportunities. Through an authentic community and student engagement plan, the Principal actively seeks and makes use of diverse perspectives in decision-making and in developing a behavioral management plan for their school. The principal pays close attention to voices that are absent from conversations and actively seeks them out to gain their perspective.	The principal often works with families, staff and communities to ensure fair treatment and equitable access to educational, social and emotional opportunities. The principal considers diverse perspectives in decision making and in developing a behavioral management plan.	The principal occasionally works with staff to determine availability of educational, social and emotional programs within the building. The principal occasionally seeks different perspectives when making decisions.	The principal works in isolation and does not address equity throughout educational social emotional opportunities. Decisions are made in isolation with no opportunity for other perspectives to be heard.

Comments:

Equity & Access

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
CPL 2 Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with minoritized populations.	The principal creates an environment that cultivates explicit, respectful and collaborative communication and confronts behavior that openly or covertly promotes or sustains inequity and deficit-thinking. The principal ensures staff have the resources and tools to critically examine their own biases while regularly utilizing disaggregated data to identify inequities in student opportunities and outcomes and implement culturally responsive interventions.	The principal creates a respectful and collaborative environment and works to address behavior that openly promotes or sustains inequity and deficit-thinking. The principal guides staff through examining disaggregated data to identify inequities in student opportunities and outcomes to work toward culturally responsive interventions.	The principal occasionally provides a collaborative environment that makes attempts to address inequity and deficit-thinking. The principal occasionally looks at disaggregated data and attempts to identify inequities.	The principal rarely collaborates to examine inequity within the school environment and opportunities. When examining data, it is looked at as whole and not disaggregated and not with the purpose of identifying inequities.

Comments:

Focus on Instruction

Performance Indicator.	EXEMPLARY <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>
CPL 3 Engages in their own ongoing development in culturally responsive instructional practice and leadership to ensure all students have access to culturally responsive teaching and learning environments.	The principal can demonstrate evidence of regular culturally responsive instructional leadership. They have a plan that is 1. Explicit 2. Developed in collaboration with various stakeholders and 3. Describes the Principals role in supporting staff to achieve their culturally responsive instructional goals.	The principal has a plan to support and guide their own culturally responsive instructional leadership practice. To support their teachers The Principal can provide examples of their support for the culturally responsive instructional growth and goals of their teachers. The principal actively seeks supports through the district resources and guidance from various stakeholders to support the development of their culturally responsive instructional and leadership practice.	The principal follows the professional development provided by the district regarding culturally responsive instructional and leadership practices but does not and is developing an explicit plan for their own growth engage further for their growth in this area. Under the leadership of the principal, teaching practices and the site learning environments provide inconsistencies contain examples of culturally responsive practices.	The principal is not engaged either personally or under district professional development in regards to culturally responsive practices. The learning environments under the guidance of the principal are not engaged in culturally responsive practices.

Comments:

Focus on Instruction

Performance Indicator.	EXEMPLARY	PROFICIENT	DEVELOPING	UNSATISFACTORY
CPL 4 Establishes and nurtures systems of leadership that encourage college, career-ready, or community grounded pathways are available for all students.	The principal creates and implements explicit, measurable and targeted systems of support for the social and emotional needs of students. The principal also ensures the systems of support provide equitable and universal access to culturally responsive learning opportunities that support the delivery of high expectations pathways for all students	The principal implements explicit, measurable and targeted systems of support for the social and emotional needs of students. The principal also provides systems of support for universal access to culturally responsive learning opportunities that support high expectations within the learning pathways.	The principal considers the social and emotional needs of students while providing inconsistent levels of expectations and limited learning pathways.	The principal focuses solely on the academic supports for students and does not address social emotional needs of students nor high expectations within learning opportunities.

Comments:

Strategize Change & Continuous Improvement

Performance Indicator.	EXEMPLARY	PROFICIENT	DEVELOPING	UNSATISFACTORY
CPL 5 Analyzes and Interprets disaggregated data with specific attention to the diverse cultural and learning needs of students.	The principal supports teachers in accurately interpreting a wide range of data to identify patterns, trends, and instructional needs with specific attention to disparities across lines of race, ethnicity, ability, language, and gender. The principal does this without 'profiling' students and uses cycles of continuous improvement to review data and identify areas of inequity and necessary action with the instructional leadership team.	The principal guides teachers through interpreting a range of disaggregated data to identify patterns, trends, and instructional needs to address equity.	The principal in isolation or driven by the Curriculum and Instruction Department examines disaggregated data however, does not involve the instructional leadership team and/or does not address the findings.	The principal does not examine disaggregated data and does not address the diverse learning needs of the students.

Comments:

Cultivate Community Care & Engagement

Performance Indicator.	EXEMPLARY		PROFICIENT		DEVELOPING		UNSATISFACTORY	
CPL 6 Communicates in ways that reflect transparency, thoughtfulness, empathy, and the ability to listen.	The principal understands and honors the emotions of self and others as vital to understanding and being understood. The principal attends and responds to verbal and nonverbal cues from others. The principal adjusts communication styles based on purpose and audience as appropriate.		The principal attempts to understand the emotions of others and attempts to adjust communication in response to the perceived emotions as well as verbal and nonverbal cues. The principal demonstrates a variety of communication styles.		The principal's communication demonstrates difficulty in understanding or honoring the emotions of others and/or is unaware of their reaction to their own emotions when communicating with others.		The principal's communication style does not encourage two-way conversation. The principal does not attend to either verbal or nonverbal cues for the betterment of communication. The principal does not consider purpose or audience to adjust their communication style.	

Comments:

Cultivate Community Care & Engagement

Performance Indicator.	EXEMPLARY		PROFICIENT		DEVELOPING		UNSATISFACTORY	
CPL 7 Authentically engages and collaborates with students, families, and the broader community.	The principal consistently interacts with students and families on a regular basis to learn about and respond to their experience of school, including teaching and learning, their feeling of belonging, and ideas for creating a more responsive and equitable environment. The principal models and sets expectations for staff related to culturally responsive interaction, dialogue, and inclusion strategies with students and families.		The principal often interacts with students, families and the School Advisory Council on a regular basis , responds to their experiences of the school and provides the groups with updates on instruction and school environment.		The principal occasionally interacts with students, families and the School Advisory Council on a regular basis , occasionally responds to their experiences of the school and occasionally provides the groups with updates on instruction and school environment.		The principal rarely or never interacts with students, families and the School Advisory Council on a regular basis , rarely or never responds to their experiences of the school and rarely or never provides the groups with updates on instruction and school environment. The principal operates in isolation from families and community.	

Comments: