

Mammoth San Manuel Unified School District

Principal Evaluation

Directions: The principal should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the principal's practice and process for the evaluator.

Principal: _____

School: _____ **School Year:** _____

Standard	Examples of Documentation	Documentation Included
1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</i>	<ul style="list-style-type: none"> • School improvement plan • Strategic plan • Vision/mission/core belief statements • Staff evaluation grid • Leadership/school improvement team agendas • Building administrator responsibility chart • Professional goals • Master schedule • Student progress monitoring data • Compliance with Standards of Accreditation • Staff development plan • School committees and members 	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<ul style="list-style-type: none"> • Monthly discipline report • Teacher of the Year recommendation • Annual report of discipline, crime, and violence-AZ Safe Report • Teacher/staff appreciation • Student recognition; student groups/clubs (Awards Assemblies) 	
3. Human Resources Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of</i>	<ul style="list-style-type: none"> • Staff evaluation schedule including observation schedule • Evidence of teachers and staff serving as <u>leaders</u> in the school, school district, and school community • Teacher licensure renewal schedule • Staff evaluations • Performance Improvement Plans • Mentorship program 	

Standard	Examples of Documentation	Documentation Included
<i>quality instructional and support personnel.</i>		
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<ul style="list-style-type: none"> • Building schedules • Master schedule and course compliance • Facility use log • Physical plant and grounds management schedule • Annual Budgets • Inventory records • Career and Technical Education compliance • Special Education compliance 	
5. Communication and Community Relations <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<ul style="list-style-type: none"> • Faculty meeting agendas • Newsletters • PAC/PTO/PTA agendas • Optional parent/community survey • Website link • Completion of annual school safety audit • Safe School's committee agendas and minutes of meeting • Media communications 	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i>	<ul style="list-style-type: none"> • Staff development activity agendas • Department/grade level meeting documentation • Professional conference attendance • Professional organization membership 	
7. Student Academic Progress <i>The principal's leadership results in acceptable, measurable student academic progress based on established standards.</i>	<ul style="list-style-type: none"> • Analysis of grades for the marking period • Documentation of meeting established annual goals (e.g., school improvement plan) • Student growth percentile data, if available and appropriate • Data on student achievement from other valid, reliable sources (e.g., percent of students taking the SATs, pattern of improvement in advanced pass rate on state standards assessments, etc. 	

Definitions of Terms Used in Rating Scale

Cat.	Poss. Pts.	Description	Definition
Highly Effective	4	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance over the evaluation cycle • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Effective	3	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	Effective performance: <ul style="list-style-type: none"> • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Partially Effective	2	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal's performance is lacking in a particular area (i.e., needs improvement). The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and evaluator
Ineffective	1	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Ineffective performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

Weighted Calculations

Principal Performance Standard	Performance Rating	Points	Weight %	Weighted Total (Points x Weight)
Standard 1			17	
Standard 2			10	
Standard 3			10	
Standard 4			10	
Standard 5			10	
Standard 6			10	
Standard 7			33	
Cumulative Summative Rating				

Highly Effective = 360-400

Effective = 320-359

Partially Effective = 280-319

Ineffective = 0-279

***For principal evaluation reporting, LEAs are required to enter summative rating information for all principals.**

Principal Self-Evaluation Form

Directions: Principals should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Principal: _____

Date: _____

1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Areas of strength:

Areas needing work/strategies for improving performance:

2. School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Areas of strength:

Areas needing work/strategies for improving performance:

Student Academic Progress Goal Setting Form

Directions: This form is a tool to assist principals in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Principal: _____

School: _____ **School Year:** _____

Evaluator: _____

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)		
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data)		
III. Baseline Data (What does the current data show?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish.)		
V. Means for Attaining Goal (Check the standard to which the strategies relate)		
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1. Instructional Leadership</div> <div style="width: 33%;"><input type="checkbox"/> 2. School Climate</div> <div style="width: 33%;"><input type="checkbox"/> 3. Human Resources Management</div> <div style="width: 33%;"><input type="checkbox"/> 4. Organizational Management</div> <div style="width: 33%;"><input type="checkbox"/> 5. Communication and Community Relations</div> <div style="width: 33%;"><input type="checkbox"/> 6. Professionalism</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 7. Student Academic Progress</div> </div>		
Strategy	Measurable By	Target Date

VI. Mid-Year Review (Describe	
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Informal Observation/Site Visit Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits. Suggested guiding questions for discussion are listed under each standard.

Principal: _____ **Date:** _____

Evaluator: _____

1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Suggested Guiding Questions/Prompts:

- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Comments:

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Suggested Guiding Questions/Prompts:

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Suggested Guiding Questions/Prompts:

- *Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

Comments:**Performance Standard 4: Organizational Management**

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Suggested Guiding Questions/Prompts:

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Comments:

- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

Comments:

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Suggested Guiding Questions/Prompts:

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Comments:**Performance Standard 6: Professionalism**

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Suggested Guiding Questions/Prompts:

- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

Comments:**Performance Standard 7: Student Academic Progress**

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Suggested Guiding Questions/Prompts:

- *What is the goal setting process in your school for student academic achievement?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *Please explain how interventions are designed and implemented to support student learning.*
- *What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?*
- *How do you empower teachers to be truly engaged in improving student success?*

Comments:

Evaluator's Signature

Date

