

Belle Plaine Public Schools Administrator Evaluation

Summary of Evaluation Process

Name of Administrator:

Name of Evaluator:

School:

School Year:

Instructions for Principals:

- A. Consider past summative evaluations and evaluator feedback.
- B. Using the Performance Measure and Indicator Rubric, assess yourself from 1 to 4 as follows for each indicator of leadership practice:
 - 1. This indicator represents strength in my leadership practices. I am consistently effective and can teach others how to be effective on this indicator.
 - 2. I am consistently effective on this indicator.
 - 3. I am sometimes effective on this indicator.
 - 4. This indicator is a significant challenge for me.
- C. Identify supporting evidence and add reflections for your ratings.
- D. Reflecting on the entire self-assessment, summarize the areas of strength in your leadership practices.
- E. Summarize up to two areas for growth in your leadership practices. Draft your growth goal in each area, the strategies you will undertake, any resources or support that you need associated with that goal's strategies, and the target date for and evidence of completing strategies. The Principal Growth and Improvement Plan from the last summative evaluation should be integrated into goals and strategies.

Instructions for Evaluators:

- A. Review the principal's self-assessment.
- B. Comment on professional growth goals and individual school performance goals, indicating areas of agreement and any needed changes.
- C. Conference with principal to review the self-assessment and comments. Finalize professional growth goals and strategies that the principal will undertake for professional growth in identified areas.

PERFORMANCE MEASURE 1 Mission and Vision	1	2	3	4
A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission, and high, measureable goals that prepare every student to succeed in post-secondary learning and to become responsible and contributing citizens.				
B. Articulates a vision and develops implementation strategies for change that result in measurable achievement gains for all students and close achievement gaps.				
C. Fosters a shared commitment to high expectations for student achievement, high standards of teaching and learning, and a culturally competent environment where diversity is valued.				
D. Establishes rigorous, measurable goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.				
E. Builds a strong and positive sense of community in the school by honoring the important roles of race and culture, its traditions, artifacts, symbols, values, and norms as a contributor to student and school success.				

Evidence and reflection in support of the ratings:

PERFORMANCE MEASURE 2 Instructional Leadership	1	2	3	4
A. Facilitates the development and communication of a shared vision and school culture of effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.				
B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.				
C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve learning and close identified gaps.				

D. Facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high-yield instructional strategies that improve student learning.				
E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, job embedded, and based on the school's learning needs.				

Evidence and reflection in support of the ratings:
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PERFORMANCE MEASURE 3 Human Resources	1	2	3	4
A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.				
B. Provides timely, appropriate, quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning.				
C. Implements a cohesive approach to recruitment, placement, induction, and retention of a highly qualified and effective staff.				
D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth				
E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations, and contract provisions and uses these processes to facilitate development, remediation, and/or removal of underperforming staff members.				

Evidence and reflection in support of the ratings:
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PERFORMANCE MEASURE 4	1	2	3	4
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Professional and Ethical Relationship				
A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.				
B. Models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance.				
C. Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.				
D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively				
E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.				
F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.				

Evidence and reflection in support of the ratings:

PERFORMANCE MEASURE 5 Resource Management	1	2	3	4
A. Distributes leadership responsibilities, shares decision making, and supervises daily ongoing management structures and practices to enhance teaching and learning.				
B. Improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.				
C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.				
D. Manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.				

E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies, and available resources and that is focused on and results in improved student achievement.				
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Evidence and reflection in support of the ratings:

AREAS OF STRENGTH (Overall)

Click here to enter text.

Areas for Growth—Professional Growth Goal 1

Indicator	Click here to enter text.
Explanation	Click here to enter text.
Growth Goal 1	Click here to enter text.

Strategies	Resources Needed	Target Date Evidence of Completion
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Evaluator Comments:

Areas for Growth—Professional Growth Goal 2

Indicator	Click here to enter text.
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Explanation	Click here to enter text.
Growth Goal 2	Click here to enter text.

Strategies	Resources Needed	Target Date Evidence of Completion
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Evaluator Comments:

The principal and evaluator will sign the Self-Assessment and Professional Growth Goal Setting to indicate that the professional growth goals have been shared, discussed, and agreed upon.

Evaluator: _____	Date: _____
Principal: _____	Date: _____

Administrator Learning Goals:

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Supervisor Initials _____ Administrator Initials _____ Date Completed _____

Professional Growth Log¹

Event	Date	Notes

¹ Mandatory events: development of professional growth plan, observations and conferences, end-of year meeting.

Optional events: learning opportunities outlined in the professional growth plan, including workshops, book study, peer observation, peer coaching, other learning opportunities.

Final Performance Rating

Component	Rating in Individual Component	Percentage (Weight)	Total
Supervisor Evaluation Rating		X .50	
Stakeholder Feedback (Survey)		X .15	
School Performance Measures		X .35	
		TOTAL WHEN ADDED	
<div> <div>Unsatisfactory (1)</div> <div>Satisfactory (2)</div> <div>Accomplished (3)</div> <div>Distinguished (4)</div> </div>			

Certification of the Process

I certify that the evaluation process documented above occurred as represented; that the principal has participated in this evaluation in good faith; and that the principal has made growth in meeting the components of principal quality.

I recommend that the principal continue on the growth track next year.

Evaluator Signature _____

Date _____

I certify that the evaluation process documented above occurred as represented and that the supervisor has

participated in this evaluation in good faith. I provide this feedback on the process:

Principal Signature _____ Date _____