SECONDARY PRINCIPAL EVALUATION SUMMARY

Name of Principal _____ **Name of Observer** _____**School** _____

Required Elements: Each Principal should have an Individual Professional Plan (IPP) centered on the targeted PLC standards, including a record of their personal goals. Each Principal should also have a completed and up-to-date CSIP.

Domain 1: Management Leadership

Component	Unsatisfactory	Basic	Proficient	Distinguished	Year End	Evidence and Comments
1a **Decisions Support Vision, Values and Goals**	Decisions made by school leader rarely support school vision, values and goals.	School leader generally makes management decisions that support the school's vision, values and goals.	School leader consistently makes management decisions that support the school's vision, values and goals.	School leader diligently makes management decisions that support the school's vision, values and goals. This provides a highly effective environment for learning.	D P B U	Mission and goals visible in classrooms etc. supported by staff, periodically reviewed and revised. Decisions about activities filtered by school mission and goals.
1b **Effective Fund Management**	School leader rarely matches resource needs to available funds. Manages the school budget unfairly and ineffectively.	School leader generally matches resource needs to available funds. Fairly and effectively manages some line items on the school budget.	School leader consistently matches needs to available funds. Fairly and effectively manages most line items on the school budget.	School leader diligently matches needs to available funds. Fairly and effectively manages all line items on the school budget. Records show that school leader manages funds to meet current and future needs.	D P B U	Records show all accounts in school budget are balanced. There is a good working relationship with financial secretaries at school and district.
1c **Communicates well with staff**	School leader rarely disseminates information in a timely manner; is a poor listener; does not express ideas clearly.	School leader generally disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to the comments of others and express ideas clearly.	School leader consistently disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens and clearly articulates ideas.	School leader diligently disseminates clear, concise information in a timely manner using appropriate media to suit the audience; diligently models effective two-way communication and is able to inspire as well as convey information.	D P B U	Staff evaluations up to date / Regular faculty mtgs. agenda / school calendar disseminated / school news letter / school website maintained / other methods of dissemination of information.
1d **Establishes effective systems for school operations**	School leader fails to establish any systems for school operations (e.g. attendance, announcements, discipline, activities, etc. that should be routine are often cumbersome and frustrating. Lack of established procedures causes frequent interruptions of instructional time.	School leader generally establishes functioning systems for school operations. Routine activities usually get done with minimal disruption; school staff understands and generally execute their appropriate roles. Interruptions of instructional time still occur but are not frequent.	School leader consistently establishes effective and efficient systems for school operations. Routine activities follow established procedures and are always completed quickly and easily with minimal interruption of instructional time.	School leader diligently establishes effective and efficient systems for school operations. Routine activities are always completed quickly and easily; consistently striving to find ways to make school activities more efficient, and effective, and less intrusive on instructional time.	D P B U	Timely posting of grades / up to date website / assembly day schedules / announcements minimized / other methods of preserving instructional time / rational for each assembly.

1e **Attracts and selects top performers**	School leader rarely identifies and selects candidates based on appropriate criteria. Does not use best practices in the hiring process. Does not carefully check references.	School leader generally identifies and selects candidates based on appropriate criteria. Usually uses best practices in the hiring process. Generally carefully checks references.	School leader consistently uses multiple channels to identify and recruit strong candidates; consistently uses best practices in the selection of staff and consistently checks references carefully.	School leader is diligent and proactive, using multiple channels to identify and recruit top performers for school. Always selects staff using best practices and carefully checks references and solicits information from others familiar with the candidate.	**D** **P** **B** **U**	Follows best practices in hiring / background checks on applicants / outline for interviews / evidence of interview questions / evidence of committee selection.
1f **Effective Personnel Management**	School leader rarely evaluates, identifies and addresses employee conduct or performance problems.	School leader generally identifies and addresses verbally employee conduct or performance problems but lacks effective documentation of same. Employees are made aware of concerns but expectations are vague or non-existent.	School leader consistently identifies and documents employee conduct or performance concerns. Establishes clear expectations and consequences for failed compliance. Follows up on employee compliance and accountability over time to make sure misconduct or poor performance is corrected. Takes appropriate action for failure to follow directives.	School leader diligently and effectively communicates and models expectations of conduct and performance to all employees before they become an issue. All concerns and directives are clearly documented in the supervisor's records and in writing to the employee. Leader establishes clear expectations and consequences for failed compliance. Follows employee compliance and accountability to make sure misconduct or poor performance is corrected. Takes appropriate progressive corrective action for failure to follow directives.	**D** **P** **B** **U**	Effective professional development / teacher evaluations / records of ethics training / documentation of concerns / warning memos / directives given in writing
1g **Maintains safe facilities that support student learning**	School leader rarely follows WCSD policies and protocols in maintaining safe facilities that support student learning. Does little to maintain or improve the facility or the use of space.	School leader generally follows WCSD policies and protocols in maintaining safe facilities that support student learning. Does try to maintain or improve the facility or the use of space.	School leader consistently follows WCSD policies and protocols in maintaining safe facilities that support student learning. Seeks ways to improve the facility by asking for input from staff to improve safety and use of space.	School leaders diligently follow WCSD policy and protocol; trains staff to understand and follow protocol; supports District Office in refining and communicating policies. Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early.	**D** **P** **B** **U**	Records of compliance training with dates and attendance / repair requests / written documentation of safety issues
1h **Seeks outside support when appropriate**	School leader never or rarely requests support of others, but insists on acting with complete independence.	School leader generally seeks support from others in times of distress or uncertainty.	School leader consistently seeks support from others when appropriate; identifies other sources of support as needed.	School leader diligently anticipates the need for support and frequently consults with others to gain insight before making decisions.	**D** **P** **B** **U**	Names of professionals consulted / attendance at cone site meetings

Domain 2: Instructional Leadership

Component	Unsatisfactory	Basic	Proficient	Distinguished	Year End	Evidence and Comments
2a **Maintains school-wide focus on high standards of student achievement**	School leader rarely spends time and energy on issues related to student achievement; fails to focus self or others on student learning.	School leader generally spends some time and energy on issues related to student achievement; only occasionally focuses self or others on student learning.	School leader consistently establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions.	School leader diligently reinforces the highest standards of student learning as the central mission of the school, modeling that focus in every classroom and all activities.	**D** **P** **B** **U**	Evidence posted throughout school / interviews with staff and students / faculty meeting minutes / minutes of other meetings / decision filter
2b **Is knowledgeable of effective teaching, including curriculum standards, curriculum design and learning theory**	School leader rarely demonstrates a knowledge and understanding of effective teaching; does not use this knowledge in coaching teachers.	School leader generally demonstrates a knowledge and awareness of effective teaching and occasionally incorporates it in coaching staff members.	School leader consistently demonstrates a solid understanding of effective teaching; uses this information in guiding classroom instruction.	School leader diligently strives to posses a deep knowledge of effective instruction; is able to help others make the link between effective instruction and their day-to-day practice.	**D** **P** **B** **U**	Record of leaders participation in professional development opportunities / interviews with teachers / teacher evaluations / walk through data / learning walk data
2c **Uses data to increase student achievement**	School leader rarely uses data in making decisions or coaching teachers; does not make data available to staff. Does not collect or analyze student or teacher data.	School leader generally reviews data provided by the State or District Office; reviews and discusses school-wide data with staff; understands student and teacher data to determine school's areas of strength and weakness.	School leader consistently sets goals after analyzing a wide range of student and teacher data. Leader aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching; uses the CSIP as a framework for communicating data; uses data regularly as a tool to manage instruction.	School leader diligently incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of data in aggregate and by subgroups; uses CSIP to reinforce school goals and guide daily activities; uses data in a sophisticated way to manage instruction based on learning.	**D** **P** **B** **U**	Benchmark testing / common assesment / CRT tests / UBSCT / NRT / AP test / etc. Evidence that teachers have been given the testing data in a useful format. Evidence that data has driven instruction.
2d **Fosters the Collaborative creation of Vision and Values, with Clear and Measurable Goals**	School leader rarely collaborates or communicates the school educational plan with stakeholders. Goals are not evident, clear, measurable, or based on available data.	School leader generally involves some stakeholders in the school educational plan with some evidence of clear goals that are measureable or data based.	School leader consistently involves key stakeholders in the school educational plan. The plan is completed and implemented with clear measurable goals based on student achievement.	School leader diligently involves all "stake holders" (school, community, parents, and students) in the school educational plan and is the basis for ongoing decision making. Goals are regularly assessed, updated and revised, based on student achievement data.	**D** **P** **B** **U**	**CSIP** / School Community Council minutes / Trust Lands Committee minutes / Other evidence of teacher, student and parent input.

Domain 3: Community Leadership

Component	Unsatisfactory	Basic	Proficient	Distinguished	Year End	Evidence and Comments
3a **Engages parents in their students' school experience**	School leader rarely communicates with parents about school events and is adversarial or negative in dealing with parents; does not establish or convene a "School Community Council".	School leader generally communicates with parents about school events. Is generally professional in interactions with parents and teachers. Establishes a "School Community Council", but it is not fully utilized.	School leader consistently communicates with parents about school events and encourages volunteerism through a school-wide newsletter; is always professional in interactions with parents; encourages teachers to engage parents; convenes and periodically utilizes a "School Community Council".	School leader diligently uses a variety of media to communicate with parents about events and opportunities for involvement; is consistently positive and supportive with parents; gives teachers suggestions for parent engagement; regularly convenes and utilizes a School Community Council" to it's greatest potential.	**D** **P** **B** **U**	Evidence of school communication with parents such as: up to date website, newsletter / school calendar School community council roster, agenda and minutes
3b **Works collaboratively with sponsoring district and cone site**	School leader rarely communicates with district support staff; is adversarial in dealing with support staff or cone site colleagues.	School leader generally communicates with district support staff; is passive in dealing with support staff or cone site colleagues.	School leader consistently communicates with district support staff; is cooperative in dealing with support staff or cone site colleagues:	School leader diligently reaches out to district support staff and cone site colleagues to establish harmonious relationships; takes a leadership role in the local education community.	**D** **P** **B** **U**	Meeting attendance: cone site / principals / asst. principals / etc. Participation on committees and in training opportunities
3c **Develops positive relationships with community groups and leaders**	School leader rarely communicates with local community groups; is adversarial in dealing with requests from the community; isolates the school.	School leader generally responds to requests from community groups; solicits support from key community groups and leaders	School leader consistently reaches out to local community groups and leaders and engage them in the work of the school.	School leader diligently reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community.	**D** **P** **B** **U**	Involvement in community organizations / service projects / newspaper articles / etc.
3d **Is an advocate for WCSD in the community**	School leader is rarely positive about the WCSD.	School leader is generally positive about WCSD when provided an opportunity to speak; clearly articulates WCSD's core vision, mission and values	School leader consistently finds opportunities to speak positively about WCSD; clearly articulates WCSD's core vision, mission, values, and strategies.	School leader diligently inspires support for WCSD through his/her own enthusiasm; Promotes the success of the WCSD's work; clearly articulates WCSD's core vision, mission, values, and strategies.	**D** **P** **B** **U**	Interviews with people in the school community / website / newsletter / community communication

Domain 4: Learning Environment Leadership

Component	Unsatisfactory	Basic	Proficient	Distinguished	Year End	Evidence and Comments
4a **Establishes clear Expectations for learning aligned with core standards**	School leader rarely requires clear learning targets. Learning targets are not aligned with core curriculum standards and objectives or with school goals.	School leader generally requires clear learning targets. Learning targets or are somewhat aligned with core curriculum standards and objectives and with school goals.	School leader consistently requires the instruction to be driven by a well defined curriculum which focuses on clear learning targets that are aligned with core standards and objectives and school goals.	School leader diligently requires the instruction to be driven by a well defined curriculum which focuses on clear learning targets that are aligned with core standards and objectives and school goals. Outcomes are evaluated and modifications made based on assessment data.	**D** **P** **B** **U**	Curriculum map / lesson plans / power standards / testing data
4b **Maintains a focus on Professional Development**	School leader rarely requires or provides opportunity for professional development that includes best practices in Curriculum, Assessment, and Instruction *(CAI)*. There is no professional development plan.	School leader generally requires and provides opportunity for professional development that includes best practices in Curriculum, Assessment, and Instruction *(CAI)*. There is in informal plan for professional development.	School leader consistently requires and provides opportunity for professional development that includes best practices in Curriculum, Assessment, and Instruction *(CAI)*. There is a formal plan for professional development and it is well known and implemented.	School leader diligently requires all staff to participate in a formal professional development program which emphasizes best practices in Curriculum, Assessment, and Instruction *(CAI)*. The professional development plan is continually refined to improve student learning.	**D** **P** **B** **U**	Interview with staff developer / evidence of dpt. Meetings / evidence of team meetings / evidence of collaboration / staff development meeting agendas and minutes
4c **Requires best Instructional Practices**	School leader rarely requires evidence of use of best practices to improve student learning.	School leader generally requires evidence of best practices to improve student learning and sees that they are evident in some classrooms.	School leader consistently requires evidence of best practices to improve student learning and sees that they are evident in all classrooms.	School leader diligently requires evidence of best practices to improve student learning and sees that they are used in all classrooms on an ongoing basis to improve student and staff performance.	**D** **P** **B** **U**	Teacher evaluations / walk through date and learning walk data
4d **Encourages School Wide Assessment**	School leader never or rarely requires evidence of school-wide student assessments that are clearly aligned with student learning targets and core standards and objectives.	School leader generally requires evidence of school-wide student assessments that are clearly aligned with student learning targets and core standards and objectives.	School leader consistently requires ongoing, school-wide student assessments, implemented with clear criteria measuring learning targets that are based on core standards and objectives.	School leader diligently requires ongoing, school-wide student assessments implemented with clear criteria measuring learning targets that are based on core standards and objectives. The results are used in revising school goals and driving instruction.	**D** **P** **B** **U**	Testing data to include but not be limited to the following: Benchmark testing / common assesment / CRT tests / UBSCT / NRT / AP test / etc.

Domain 5: Ethical Leadership

Component	Unsatisfactory	Basic	Proficient	Distinguished	Year End	Evidence and Comments
5a **Manifests A Professional Code Of Ethics And Values** (In accordance with state code R686-103; 4,5,6, and 7)	School leader rarely articulates an understanding of professional ethics to staff; personal behavior does not conform to ethical practice.	School leader generally articulates some understanding of professional ethics to staff; personal behavior usually conforms to ethical practice.	School leader consistently articulates to the staff an understanding of ethical principles related specifically to educators. No violations of ethical practice are evident in the school leader's personal behavior.	School leader diligently articulates to all staff members, a comprehensive and clear understanding of ethical principles related to education. Personal professional behavior is ethical at all times.	**D P B U**	Evidence of ethics training and attendance / meeting agendas where ethics were discussed / record of warnings or disciplinary action
5b **Creates, And Implements A Set Of Values For The School**	School leader has not created or inspired the creation and implementation a set of values for the school.	School leader has created or inspired the creation of a set of school values, but the implementation is not complete.	School leader has collaboratively created a set of school values that has been successfully implemented.	School leader has involved the entire school community in the collaborative creation of a set of school values. The values are well known in the school community and successful implementation is evident.	**D P B U**	School literature / discipline logs / curriculum / Accreditation Report
5c **Develops A Personal Code Of Ethics Embracing Diversity, Integrity, And The Dignity Of All People**	School leader rarely interacts positively with the various cultural, ethnic, racial, and special interest groups in the community.	School leader generally interacts positively with the various cultural, ethnic, racial, and special interest groups in the community.	School leader consistently interacts positively with the various cultural, ethnic, racial, and special interest groups in the community. Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization.	School leaders diligently understand how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization. Creates programs to enhance multicultural education. Conforms to legal and ethical standards related to diversity.	**D P B U**	Evidence of recognition of cultural diversity in school events / Evidence of multicultural support for student learning

Domain 6: PLC Leadership

Component	Unsatisfactory	Basic	Proficient	Distinguished	Year End	Evidence and Comments
6a Embraces Shared Supportive Leadership	School leader rarely shares school leadership with colleagues. Staff members are not empowered around issues of teaching and learning.	School leader generally shares school leadership with colleagues. Staff members are not empowered around issues of teaching and learning.	School leader consistently shares leadership. This practice is prevalent across the school. Staff members are empowered around issues of teaching and learning.	School leader diligently shares leadership and empower all stakeholders around issues of teaching and learning across the entire school community.	D P B U	Evidence that decision making is a collaborative process involving all school stake-holders / School Community Council minutes / Trust Lands Committee minutes / faculty and staff meeting minutes
6b Supports Collective Learning and Collaboration	School leader rarely encourages collective learning and/or collaboration; staff does not show evidence of learning from one another to meet diverse student needs.	School leader generally encourages collective learning and/or collaboration; staff shows some evidence of learning from one another to meet diverse student needs.	School leader provides time and encourages school personnel to meet consistently to collaborate on issues of teaching and learning and to share information. Staff can show evidence of learning from one another to meet diverse student needs.	School leader provides time and requires school personnel to meet diligently to collaborate on issues of teaching and learning and to share information. Staff members can show evidence of learning from one another and implementing the knowledge to meet diverse student needs.	D P B U	Schedule for collaboration / minutes from the work of collaborative groups / evidence of modified instruction
6c Carefully Monitors Professional Learning Community Practices.	School leader rarely encourages learning walks and walk-throughs. Staff members work in isolation and do not observe one another, offer feedback or share best practices.	School leader generally encourages learning walks and walk-throughs. Staff members do occasionally observe one another, offer feedback and share best practices.	School leader consistently plans and implements learning walks and walk-throughs. Staff members often observe one another, offer feedback and share best practices.	School leader diligently mentors teachers, both formally and informally, supports and encourages collaboration, learning walks, and walk-throughs. Staff members consistently observe one another, provide feedback and regularly review student work together. They also share best instructional practices.	D P B U	Schedules, agendas, minutes and notes from collaboration Agendas and notes from Walk throughs / learning walks / teacher evaluations / staff communication documents
6d Provides Supportive Conditions for PLC Practices.	School leader does not provide time, training and resources for collaborative development of practices related to Professional Learning Communities.	School leader generally provides time, training and resources for collaborative development of some practices related to Professional Learning Communities.	School leader consistently provides time, training and resources for collaborative development of power standards, common assessments and other practices related to Professional Learning Communities.	School leader diligently and innovatively provides time, training and resources for collaborative development of power standards, common assessments, data analysis, differentiated instruction, school wide interventions and celebrations of student achievement.	D P B U	Schedules, agendas, minutes and notes from collaboration Evidence of: collaboration / power standards / common assessment / differentiated instruction / interventions/