

# End-of-Cycle Summative Evaluation Report: Principal



Principal: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Name

Signature

Date

## Step 1: Assess Performance on Goals (See page 3; check one box for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
School Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (See pages 4–7; check one box for each standard.)

### Indicators

**Unsatisfactory** = Performance on a Standard or overall has not significantly improved following a rating of *needs improvement*, or performance is consistently below the requirements of a Standard or overall and is considered inadequate, or both.

**Needs Improvement** = Performance on a Standard or overall is below the requirements of a Standard or overall but is not considered to be *unsatisfactory* at the time. Improvement is necessary and expected. *For new principals, performance is on track to achieve proficiency within three years.*

**Proficient** = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

**Exemplary** = A rating of *exemplary* indicates that practice significantly exceeds *proficient* and could serve as a model of practice districtwide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# End-of-Cycle Summative Evaluation Report: Principal



**Step 3: Rate Overall Summative Performance** (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Step 4: Rate Impact on Student Learning** (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
---------------------------------	--------------------------------------	----------------------------------

**Step 5: Add Evaluator Comments**

Comments and analysis are recommended for any rating but are required for an overall summative rating of *needs improvement* or *unsatisfactory* or Impact on Student Learning rating of *low*.

**Comments:**

**Step 6: Add Principal Comments**

Comments can be added by an educator being evaluated.

**Comments:**

# Principal's Performance Goals

Goals should be S.M.A.R.T. and include at least one goal for each category: professional practice, student learning, and school improvement.

Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>School Improvement</b>						
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Principal's Performance Rating for Standard I: Instructional Leadership



Refer to the Principal's Rubric for details on the Indicators.

<b>Overall Rating for Standard I</b> (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
--	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):**

Indicator	Indicator Rating	Comments and Analysis
I-A. Curriculum		
I-B. Instruction		
I-C. Assessment		
I-D. Evaluation		
I-E. Data-Informed Decision Making		

**Examples of evidence superintendent might provide:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Mid-cycle goals progress report                         | <input type="checkbox"/> Analysis of staff evaluation data                            | <input type="checkbox"/> Staff feedback   |
| <input type="checkbox"/> Analysis of classroom walk-through data                 | <input type="checkbox"/> Report on staff educator practice and student learning goals | <input type="checkbox"/> Relevant staff meeting agendas/materials               |
| <input type="checkbox"/> Analysis of school assessment data                      | <input type="checkbox"/> Analysis of student achievement data                         | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Sample of school improvement plans and progress reports | <input type="checkbox"/> Student feedback   | <input type="checkbox"/> Other: _____   |
|  | <input type="checkbox"/> Student work examples  |   |

# Principal's Performance Rating for Standard II: Management and Operations



Refer to the Administrative Leadership Practice Rubric for details on the indicators.

<b>Overall Rating for Standard II</b> <i>(Check one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
--	--

- Unsatisfactory
  Needs Improvement
  Proficient
  Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):**

Indicator	Indicator Rating	Comments and Analysis
II-A. Environment		
II-B. Human Resources Management and Development		
II-C. Scheduling and Management Information Systems		
II-D. Law, Ethics, and Policies		
II-E. Fiscal Systems		

**Examples of evidence superintendent might provide:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback   | <input type="checkbox"/> Master school schedule   |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback   | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> External reviews and audits                            | <input type="checkbox"/> Relevant staff meeting agendas/minutes/materials                     |   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |   |   |

# Principal's Performance Rating for Standard III: Family and Community Engagement



Refer to the Administrative Leadership Practice Rubric for details on the indicators.

<b>Overall Rating for Standard III</b> <i>(Check one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):**

Indicator	Indicator Rating	Comments and Analysis
III-A. Engagement		
III-B. Sharing Responsibility		
III-C. Communication		
III-D. Family Concerns		

**Examples of evidence superintendent might provide:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Goals progress report  | <input type="checkbox"/> Sample school newsletters and/or other communications         | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports                  | <input type="checkbox"/> Relevant staff meeting presentations and minutes                     |
| <input type="checkbox"/> Evidence of community support and/or engagement                              | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____   |

# Principal's Performance Rating for Standard IV: Professional Culture



Refer to the Administrative Leadership Practice Rubric for details on the indicators.

<b>Overall Rating for Standard IV</b> <i>(Check one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.
--	---

- Unsatisfactory
  Needs Improvement
  Proficient
  Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *needs improvement* or *unsatisfactory*):

Indicator	Indicator Rating	Comments and Analysis
IV-A. Commitment to High Standards		
IV-B. Cultural Proficiency		
IV-C. Communication		
IV-D. Continuous Learning		
IV-E. Shared Vision		
IV-F. Managing Conflict		

**Examples of evidence superintendent might provide:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Goals progress report                              | <input type="checkbox"/> Classroom visit protocol and sample follow-up reports | <input type="checkbox"/> Staff and/or leadership meeting agendas/materials             |
| <input type="checkbox"/> School improvement plans and reports               | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Evidence of shared decision making and distributed leadership |
| <input type="checkbox"/> School vision, mission, and core values statements | <input type="checkbox"/> Staff survey feedback                                 | <input type="checkbox"/> Existence of working professional learning communities        |
| <input type="checkbox"/> Staff attendance and other data                    | <input type="checkbox"/> Samples of educator practice goals                    | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders  |  |  |