



Principal Supervisor Evaluation (K-12 Executive Directors)

(Adopted from: Council of Chief State School Officers (2015). Model Principal Supervisor Professional Standards 2015.)

First Name: Click or tap here to enter text.

School Year: Click or tap here to enter text.

Last Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

Employee ID#: Click or tap here to enter text.

Supervisor: Click or tap here to enter text.

Location: Click or tap here to enter text.

Highly Effective =3

Minimum Score =0

Overall Rating:

Effective =2

Maximum Score =165

Highly Effective =140-165 total points (85%-100%)

Developing =1

Effective =115-139 total points (70%-84%)

Ineffective =0

Developing =82-114 total points (50%-69%)

Ineffective =0-81 total points (0%-49%)

Educational Leadership

	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
Standard 1. Principal Supervisors dedicates their time to helping principals grow as instructional leaders. (Central Dispositions: Innovative, Systems-focused)				
Principal supervisors focus a substantial portion of their time on developing instructional leadership capacity when working with individual principals as well as groups of principals. The supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development.				
1.1 Spends time in schools observing principals and the effects of their leadership efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Focuses their time on supporting principals' efforts to improve teacher effectiveness, student learning and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Identifies operational and other central office supports for principals that allow principal supervisors to focus on instructional leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Monitors their use of time to ensure they are spending most of it in schools developing principals as instructional leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2.

Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

(Central Dispositions: **Growth-oriented, Ethical, Reflective, Equity-minded**)

Principal supervisors model the leadership behaviors that they expect principals to exhibit, offering timely and actionable feedback, and provide differentiated learning opportunities to build principals' capacity as instructional leaders. Essential to this coaching role is the ability to build strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of leadership practice.

	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
2.1 Communicates effectively with principals and explains reasoning and research behind decisions actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Models culturally responsive best practices and effective leadership behaviors such as self-awareness, reflective practice, transparency, and ethical behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Builds relationships with principals based on the knowledge of adult learning theory, common goals, trust, support and mutual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Differentiates the support given to each principal through balancing the learning needs of the principal and the instructional needs of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Establishes and sustains safe and supportive learning communities that provide peer feedback and promote innovative thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Shifts from being a coach to a supervisor as necessary to push the learning of the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Utilizes professional learning strategies that are supported by research and known to be effective with principals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Ensures that principals' communities of practice stay focused on instructional leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3.

Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

(Central Dispositions: **Growth-oriented, Analytical, Equity-minded**)

Principal supervisors effectively focus principals' learning by gathering and examining a wide variety of evidence from the school, district, and community. In addition to information about student achievement, such evidence might include teacher, student and parent perception surveys, school climate surveys, evaluations from colleagues, and the principal's personal reflections. By analyzing the evidence, the principal supervisor can make stronger inferences about principals' current level of knowledge and skills, provide differentiated feedback to principals about their work and target areas for professional learning both for individual principals and the principal learning community.

	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
3.1 Gathers qualitative, quantitative and observational evidence about principals' capacity for instructional leadership and serving the needs of diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Uses evidence from a variety of sources to assess current levels of principals' proficiency and to target areas for professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Formatively assess principals' implementation of new practices through on-site observations and other sources of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Provides purposeful, timely, goal-aligned, and actionable feedback to principals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Monitors the effects of principals' implementation of prescribed actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4.

Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

(Central Dispositions: **Growth-oriented, Collaborative, Reflective**)

Through the formal evaluation processes, principal supervisors work collaboratively with principals to identify their leadership strengths and specific areas they need to develop. The principal supervisor uses a professional learning plan to support and hold principals accountable for continuous improvement in their practice, with results in higher levels of student learning and achievement.

	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
4.1 Collaborates with principals to articulate and refine a district-wide shared vision and understanding of effective principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

instructional leadership and how the evaluation system supports the vision.				
4.2 Gathers qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Ensures all principals clearly understand the district's expectations for instructional leadership and the associated terminology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Communicates and models how the evaluation process supports principal's growth as instructional leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Collaborates with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional learning plan for achieving their goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising element of the professional learning plan as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Function

<p>Standard 5. Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning. (Central Dispositions: Analytical, Perseverant, Systems-focused)</p> <p>Principal supervisors serve as an important conduit for two-way communication between the central office and individual principals. They translate and communicate the district vision, policies, and strategies to school leaders to help ensure that school-level goals and strategies align with those pursued by the district. Additionally, principal supervisors share feedback and data from school to inform the district vision, policies, and strategies so that they support schools and student learning. Principal supervisors also assist the district in the development and support of a strong leadership pipeline.</p>				
	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
5.1 Examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Communicates the vision, goals, and strategies of the district with all internal and external stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Connects principals to central office resources and personnel to support the principals' work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Assists principals in learning to allocate school resources in ways that best support staff and meet their school's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Helps principals create distributed leadership systems and structures that support teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Strategically buffers principals from distractions to maintain their focus on instructional leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Assists with the development of a strong pipeline of future school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9 Leads processes to select and induct principals ready to serve as successful instructional leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10 Evaluates the effectiveness of the district's systems to support school and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6.

Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

(Central Dispositions: **Analytical, Ethical, Perseverant, Equity-minded, Systems-focused**)

Principal supervisors work with principals to promote the understanding, appreciation, and use of the school and community's diverse cultural, linguistic, social, political, and intellectual resources. They ensure that issues of student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.

	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
6.1 Ensures that each student is treated fairly and equitably and has physical access to the learning environment and academic access to excellent teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Ensures that teachers and staff are treated fairly and equitably and have physical access to a positive and collaborative work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Ensures that school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.4 Exhibits cultural competency in interactions and decision-making with principals and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Protects students' equitable access to social capital within the school and to high-quality instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Monitors schools as affirming and inclusive places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Leadership

Standard 7.

Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

(Central Dispositions: **Growth-oriented, Analytical, Perseverant, Reflective**)

Principal Supervisors, as members of a professional community, seek to continuously improve their own leadership practice. By engaging in professional learning, they keep abreast of changes in laws and regulations that affect schools as well as district policies and practices. They also model the value of reflective practice for others and gain first-hand experience about the challenges of assessing professional practices through reflection and feedback, setting goals, and designing and implementing professional learning plans to meet those goals.

	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
7.1 Understands the dimensions and challenges of professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Uses relationships and experiences to inform and improve their leadership practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Remains current on latest laws, regulations and required data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Uses feedback and data from multiple sources (e.g., principals, supervisors, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Sets pertinent and measurable professional learning goals to improve their leadership practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6 Shares professional learning goals with supervisors and principals to garner support and accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7 Engages in individual and collective professional learning activities to meet professional learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8 Evaluates progress in achieving professional learning goals and adjust as necessary to reach them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 8.

Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

(Central Dispositions: **Growth-oriented, Collaborative, Innovative, Perseverant, Systems-Focused**)

Principal supervisors accept responsibility for continuously improving the performance of students, teacher, principals, and schools. With sensitivity to community values and interests, they work with principals to identify needs, determine strategy, and enact change that results in ever increasing performance. By Sharing feedback and data from schools, they also drive changes to the district vision, strategies, and policies so that they better support schools, student learning and continuous improvement.

	Highly Effective (Continually Exceeds the criteria)	Effective (Consistently meets the criteria)	Developing (Partially meets the criteria)	Ineffective (Does not meet the criteria)
8.1 Uses evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Determines situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Employs innovative thinking and strategic planning to create change in response to identified school performance need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Communicates to principals and district the need and the means for effecting and embracing change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5 Identifies operational and other central office supports for principals to implement change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.6 Provides feedback to central office staff about ways to improve services that support principals, schools, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7 Uses data to assess the impact of change on the determined need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 Assesses the principal's effectiveness in leading change at the school level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>