



Cheektowaga Central School District

APPR

Principal Evaluation Manual

Revised February 2025

Statement of Purpose

It is the intent of the Cheektowaga Central School District to foster ongoing professional growth and development, reflection, and refinement of professional practice for all building principals to improve leadership and, in turn, teaching and learning district wide. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, staff, and school leaders.

Rationale

In accordance with Ed Law §3012-d, amended in 2019, the evaluation processes herein are based on the New York State Leadership Standards provided by the Commissioner of Education pursuant to Regulation 100.2. However, the ultimate purpose of a quality Annual Professional Performance Review Plan (APPR) is much more than fulfilling a State mandate. It is an essential process by which the entire learning organization can achieve its mission and vision for all students. The Cheektowaga Central School District is committed to focusing its efforts and resources to bring about a meaningful evaluation process as an important means to achieve this goal. The CCSD bases its Principal APPR on the Thoughtful Classroom Principal Effectiveness Framework (Appendix G/H).

Committee Members

Administration	Principals / Association
Dennis Kane, Superintendent	Brain Hickson, Association President
Mary Morris, Assistant Superintendent	Scott Zipp, Principal
Cheryl Buggs, Dir. of Human Resources	

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Appendix A

Appendix A: General Agreements**Article 2 — Performance Reviews and Personnel Files**

The parties agree that during the term of this Agreement they will follow the procedure outlined below and that, to the fullest extent permitted by law, such procedure will supersede any conflicting Board policies, handbooks or other materials now in existence relative to performance reviews and personnel files of ASU members.

APPR Section I: General Agreements**1. Application:**

- This provision shall apply only to those who have the title of principal and are serving in that capacity.
 - This provision shall be sunset on June 30, 2028 with implementation to begin upon approval by NYSED. All provisions of this agreement shall apply to all principal evaluations produced under its provisions for the length of this contract.
2. The student performance category measure shall be the required state provided growth score or SLO. (See Appendix B)
 3. The superintendent shall be the lead evaluator for principals and shall complete the required announced observational school visits. The person serving as the required “independent observer” shall be the superintendent. This person shall do the required unannounced observational school visit. (See Appendix C)
 4. The district shall utilize the Thoughtful Classroom Principal Effectiveness Framework, for principal evaluation as the basis for the Observation (of Professional Performance) Category.
 5. Scores and ratings for both the Student Performance Category and Observation Category (rubric) shall be provided annually no later than June 30. Final overall summative evaluations, including transition scores and ratings, shall be provided to principals annually no later than the 30th of July. If data for any student performance measure is not available by June 30, the related scores and ratings, including the final summative evaluation, shall be provided within 15 business days of receipt of the achievement results, or by some other District and Association mutually agreed upon date.

6. The following matrix, required by law and regulation, will be used to determine the overall rating for principals.

OBSERVATION					
STUDENT PERFORMANCE		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	D (or I) *	D (or I) *	I	I

** If a State-designed supplemental assessment was included as an optional sub-component, the teacher can be rated no higher than Ineffective overall with a Student Performance rating of "I".*

7. Improvement plans for principals with developing or ineffective overall evaluation ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 district workdays following the issuance of the final summative evaluation and overall rating. (SEE APPENDIX D)
8. An appeal of any principal's evaluation shall be for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in law and regulation as identified in Appendix F. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite rating. (SEE APPENDIX F)
9. Normal rounding procedures shall apply to all score computations where the calculated score falls between the points on any applicable range of scores used to determine a HEDI rating.

Appendix B

Appendix B: Student Performance Category

Section II: Student Performance Category

NO OPTIONAL MEASURES OF STUDENT PERFORMANCE SHALL BE USED TO DETERMINE THE RATING FOR THE STUDENT PERFORMANCE CATEGORY. STATE PROVIDED GROWTH SCORES AND/OR REQUIRED STUDENT LEARNING OBJECTIVES (SLOs) SHALL BE THE MEASURES USED TO CALCULATE ORIGINAL SCORES AND A RATING FOR THIS CATEGORY.

In any instance where Student Learning Objectives (SLOs) are required in lieu of a state growth score, the principals shall develop such SLOs, consistent with any related NYSED requirements, for approval by the superintendent. They shall be submitted by the principals by October 15 or as soon as practicable.

For all locally developed student performance measures, including SLOs, the students to be included in the data shall be: those continuously enrolled from BEDS day to the date of the applicable tests, and for whom there is an appropriate score for the previous year, where needed.

Local considerations for special education, ELL, and poverty shall be incorporated into all student performance measures in any manner allowed

For the required Alternate SLOs during the “transition period”:

- Which allowable assessments are to be utilized shall be mutually agreed upon by the parties prior to the signing and submission to NYSED of any plans or forms which include provisions for such Alternate SLOs.
- Targets for Alternate SLOs, based on the agreed upon assessments, will be mutually agreed upon annually prior to implementation.

Appendix C

Appendix C: Observation Category

Section III: Observation Category

1. The parties agree that principals shall be evaluated using the Thoughtful Classroom Principal Effectiveness Framework.
2. The superintendent shall be the lead evaluator and complete required announced observational visits. The person serving as the required “independent observer” shall be the superintendent and shall complete the required unannounced school visit.
3. The rating of the Independent Observer shall constitute 10% of the rating for the Observation/School Visit Category for principals. The summative evaluation rating of the superintendent/superintendent shall constitute 90% of the rating for this category. (Note: specific procedures and forms shall be developed through the process outlined in Appendix A.)
4. Each observed cornerstone of the framework shall be rated by the superintendent in a holistic manner, circling the language on the rubric that best matches the performance of the principal for each element. These HEDI ratings shall be converted to a four-point scale: Highly Effective = 4 points; Effective = 3 points; Developing = 2 points; and Ineffective = 1 point.
5. For the unannounced visit only directly observed professional performance shall be used to rate and score applicable sections of the rubric. The principal may choose to invite the independent observer to join a planned meeting or activity, do a school walk-through visit focusing on leadership initiatives, or engage in an educational planning discussion related to school records and documents.
6. The superintendent’s summative evaluation shall be based, in part, on the lead evaluator and the independent evaluator’s observation visits. The following optional sources of information, if provided by the principal during the “observation cycle”, shall be considered observable evidence of performance by the superintendent in utilizing the rubric and instrument. These shall be provided to the superintendent at the time of an announced observational school visit and/or end of year meeting
 - a. School documents and records related to components of the rubric.
 - b. Progress on any organizational goals.
 - c. The principal’s self-analysis on the rubric for joint review and discussion.
7. Each observational visit shall result in an observational report provided to the principal within 7 days of the observation. This will include the scores and/or ratings for elements observed as well as narrative information. For any element observed and rated “Ineffective” (1) or “Developing” (2), the observer shall:

- Substantiate such scores/ratings with a reference to the specific observed evidence leading to such score.
 - Provide concrete suggestions for the principal’s improvement, and
 - Indicate the assistance and resources to be provided by the district to support the professional growth of the principal in the areas rated “I” or “D”.
8. Over the course of the year, all cornerstones will be assessed at least once by the superintendent.
 9. For the superintendent’s final summative evaluation, the cornerstone scores shall be determined according to the RUBRIC SCORE WEIGHTING CHART, and then averaged to determine a rubric score that shall be converted to a HEDI rating pursuant to the CONVERSION CHART below. Rounding to the nearest hundredth shall apply to average element scores to match the HEDI ranges in the conversion chart.

Summative Evaluation:

Based on a review of all observation scores, documented “natural conversations” about professional performance, and other sources of evidence reviewed in observation cycles, the superintendent shall compile and end-of-year summative evaluation.

A final overall rubric score shall be computed using the average of all of the summative cornerstone scores. Normal rounding will apply to an overall average cornerstone score falling between the negotiated Observation Category HEDI ranges. This final average overall cornerstone score shall be the Overall Summative Observation Score from the superintendent as lead evaluator (weighted at 90% in determining the final Observation Category Rating). The superintendent’s summative evaluation report shall be presented, reviewed, and discussed in an additional end-of-year post-observation conference.

10. A form to document all school visits with related scores and ratings, and to calculate the final overall score and rating for this category, shall be developed.
11. The HEDI bands for the Observation Category, based on the average rubric score shall be:

Observation Category (Rubric): Average Score* to HEDI Rating Conversion Chart	
Average rubric score**	Performance Level
3.5 to 4.0	Highly Effective
2.5 to 3.49	Effective
1.5 to 2.49	Developing
1 to 1.49	Ineffective

Appendix D**Appendix D: Principal Improvement Plan Process****Section IV: Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced within 10 district workdays after the issuance of the final evaluation rating. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to be provided by the district to achieve goals.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Appendix E

Appendix E: Principal Improvement Plan Form

Name of Principal: _____

School Building: _____ Academic Year: _____

Deficiencies that contributed to the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Appendix F

Appendix F: Principal APPR Appeal Process**CHALLENGES IN AN APPEAL:**

Appeals are limited to those identified by Education Law, as follows:

1. The substance of the annual professional performance review, which shall include the following:
 - In the instance of a principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category, based on an anomaly, as determined locally (Subpart 30-3.12 (a) (1) of the Rules of the Board of Regents);
2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED

Appeals of annual professional performance reviews may be initiated by any principal for ineffective and developing ratings or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the

implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;

f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF THE APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal's performance rating or improvement plan.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The cost of a hearing officer shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his or her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

Appendix G: Principal Evaluation Rubrics — Thoughtful Classroom Cornerstones (Narrative Format)

Cornerstone 1: Structure

Essential Question: How does the school leader develop and implement procedures and organization to clarify expectations and increase learning?

Key Leadership Practices (Indicators)

- 1.1 Ensures that the school curriculum and processes align with local, state, and national standards and policies.
- 1.2 Establishes clear systems and procedures for the daily operation of the school.
- 1.3 Organizes the school for safety, equal access, and to support the needs and learning of all students.
- 1.4 Operates within budgetary guidelines and maximizes the use of available resources to improve teaching and learning.
- 1.5 Establishes clear leadership structures, roles, and responsibilities within the organization and effectively supervises and manages school personnel.
- 1.6 Ensures the proper use of technology and school equipment.
- 1.7 Recruits and retains quality teachers and school personnel.

General Rubric

After collecting sufficient evidence, use the rubric below to assess the school leader's overall effectiveness in this dimension.

(1) Novice – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.

(2) Developing – The school leader has made an initial commitment to this dimension, but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.

(3) Proficient – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.

(4) Expert – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

Evidence of Impact:

Ideas for Improving:

Cornerstone 2: Relationships

Essential Question: How does the school leader build relationships with staff, students, and families to promote a learning community?

Key Leadership Practices (Indicators)

- 2.1 Earns the trust of the staff through fairness, a positive attitude and the idea that “we’re all in this together”.
- 2.2 Involves the staff in decisions that affect the operations of the school and seeks input on how to enhance its effectiveness in serving students.
- 2.3 Provides parents and stakeholders with regular opportunities to voice their ideas.
- 2.4 Promotes a vision of teaching and learning that insists on respect, understanding of differences, and equitable learning opportunities for all students.
- 2.5 Works to resolve conflicting perspectives by building shared understanding and a clear commitment to students and their learning.
- 2.6 Works with staff to develop effective PLC’s and provides time, support, and resources that staff and school leaders need to learn and grow as professionals.
- 2.7 Uses various methods of communication (e.g., email, website, meetings, communications in multiple languages) to inform and engage members of the school community.

General Rubric

After collecting sufficient evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

(1) Novice – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.

(2) Developing – The school leader has made an initial commitment to this dimension, but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.

(3) Proficient – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.

(4) Expert – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

Evidence of Impact:

Ideas for Improving:

Cornerstone 3: Well-Being

Essential Question: How does the school leader develop a culture of a positive atmosphere and create opportunities for success?

Key Leadership Practices (Indicators)

- 3.1 Encourages teachers to develop personal plans for growth.
- 3.2 Maintains passion and enthusiasm for the school and for its work on helping students succeed.
- 3.3 Recognizes quality work and celebrates individual and group success.
- 3.4 Engages staff, students, and the community in the continued development of a school-wide culture that inspires the love of learning.
- 3.5 Encourages and works with other leaders to help them grow within the organization.
- 3.6 Inspires staff members to take initiative and apply their personal talents to the achievement of organizational goals.

General Rubric

After collecting sufficient evidence, use the rubric below to assess the school leader's overall effectiveness in this dimension.

(1) Novice – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.

(2) Developing – The school leader has made an initial commitment to this dimension, but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.

(3) Proficient – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.

(4) Expert – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

Evidence of Impact:

Ideas for Improving:

Cornerstone 4: Engagement

Essential Question: How does the school leader motivate staff and students to be an active participant in everyday learning?

Key Leadership Practices (Indicators)

- 4.1 Works with the staff to ensure that the curriculum, instruction, and assessment are aligned and promote college and career readiness for all students.
- 4.2 Uses multiple sources of data to monitor progress and make informed decisions about how to improve.
- 4.3 Insists on a vision of teaching and learning that engages diverse forms of thinking and challenges all students.
- 4.4 Commits to regular classroom observations-both formal and informal-to collect evidence on every teacher's classroom effectiveness and to provide meaningful feedback to teachers.
- 4.5 Uses technology as a tool for advancing the learning of students and staff.
- 4.6 Facilitates a collaborative learning process in which teachers identify growth areas, implement instructional strategies, and assess the impact on student learning.

General Rubric

After collecting sufficient evidence, use the rubric below to assess the school leader's overall effectiveness in this dimension.

(1) Novice – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.

(2) Developing – The school leader has made an initial commitment to this dimension, but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.

(3) Proficient – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.

(4) Expert – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

Evidence of Impact:

Ideas for Improving:

Appendix H: Principal Evaluation Rubrics — Thoughtful Classroom Cornerstones (Scoring Matrix Format)

Cornerstone 1: Structure

Essential Question: How does the school leader develop and implement procedures and organization to clarify expectations and increase learning?

Structure	Does Not Meet Expectations (1)		Needs Improvement (2)		Meets Expectations (3)		Exceeds Expectations (4)	
	AP	PR	AP	PR	AP	PR	AP	PR
1.1 Establishes clear systems and procedures for the daily operations (testing, attendance, discipline).								
1.2 Enforces contractual provisions and administrative regulations regarding employees' conduct and performance.								
1.3 Organizes the school for safety, equal access, and to support the needs and learning of all students.								
1.4 Creates and maintains a system of student discipline as it relates to our code of conduct and restorative practices.								
1.5 Evaluates and supervises staff members. Assists in teacher evaluation supported by classroom observations and conferences.								
1.6 Uses multiple sources of data to monitor progress and make informed decisions about how to improve.								
1.7 Communicates effectively with students and staff during presentations and individual meetings.								

OVERALL RATING:

Comments:

Cornerstone 2: Relationships

Essential Question: How does the school leader build relationships with staff, students, and families to promote a learning community?

Relationships	Does Not Meet Expectations (1)		Needs Improvement (2)		Meets Expectations (3)		Exceeds Expectations (4)	
	AP	PR	AP	PR	AP	PR	AP	PR
2.1 Earns the trust of the staff through fairness, a positive attitude, and the idea that “we’re all in this together”.								
2.2 Provides parents and stakeholders with regular opportunities to voice their ideas.								
2.3 Promotes an expectation of teaching and learning that represents the school vision, mission, and four cornerstones.								
2.4 Actively builds relationships with staff members and community by being approachable and communicating in a timely fashion.								
2.5 Visits classrooms on a regular basis in order to be in close contact with teachers and the educational process.								
2.6 Works to resolve conflicting perspectives by building shared understanding and a clear commitment to students and their learning.								
OVERALL RATING:								

Comments:

Cornerstone 3: Well-Being

Essential Question: How does the school leader develop a culture of a positive atmosphere and create opportunities for success?

Well-Being	Does Not Meet Expectations (1)		Needs Improvement (2)		Meets Expectations (3)		Exceeds Expectations (4)	
	AP	PR	AP	PR	AP	PR	AP	PR
3.1 Recognizes quality work and celebrates individual and group success.								
3.2 Establishes and maintains stands of conduct for students. Monitors student performance to make certain that program standards are maintained.								
3.3 Actively promotes and contributes to the development of a positive school culture by engaging staff, students, and the community.								
3.4 Uses character education, as well as restorative practices when working with students on disciplinary matters.								
3.5 Develops education programs as well as professional learning opportunities that focus on the well-being of staff and students.								
3.6 Maintains dignity and compassion when talking with students and families.								
OVERALL RATING:								

Comments:

Cornerstone 4: Engagement

Essential Question: How does the school leader motivate staff and students to be an active participant in everyday learning?

Engagement	Does Not Meet Expectations (1)		Needs Improvement (2)		Meets Expectations (3)		Exceeds Expectations (4)	
	AP	PR	AP	PR	AP	PR	AP	PR
4.1 Commits to regular classroom observations-both formal and informal-to collect evidence on every teacher's classroom effectiveness and to provide meaningful feedback to teachers.								
4.2 Develops positive school and community relationships through the establishment of school/community organizations or alternative approaches.								
4.3 Engages staff, students and the community in the continued development of a school-wide culture that inspires the love of learning.								
4.4 Provides appropriate in-service staff development to build necessary expertise for accomplishing goals and objectives.								
4.5 Is an active participant in building level meetings, committees, programming, and planning.								
4.6 Attend and/or participate in after-school/community events for both your school building and district.								
OVERALL RATING:								

Comments: