EVALUATION FORM
(Certificated Non-Supervisory Staff)

Employee Name: _____   Empl ID: _____

School/Department: _____

Evaluator: _____

Date: _____

Evaluation Cycle: _____ Professional Growth Cycle _____ Performance Cycle

Purpose of Form: _____ Annual _____ Mid Year _____ Other

Note: This form is to be used as specified in Article XI Evaluation

1. **Evaluator's Comments (Attach additional sheets if necessary):**

2. **Employee's Comments:**

3. **Overall Evaluation Rating:** _____ Satisfactory _____ Unsatisfactory

Evaluation Form (Side 2)

Complete information in the box below only for annual evaluation

---

Assessment of progress in students' academic achievement
Attach additional sheets if necessary

Assessment portion of evaluation based on:

Classroom Evidence _____ Test Scores _____ Other Assessments _____

Note: Per Article XI, the manner in which growth in student achievement will be measured for purposes of teacher evaluation will be mutually agreed to by the principal and teacher and will be consistent with the Academic Achievement Plan for the building.

4. Signatures

Employee: _____ Evaluator: _____
(*Signature is only an indication of receipt*)

Date: _____ Date: _____

EVALUATION CRITERIA FOR CERTIFICATED STAFF
WAC 392-191-010

A list of minimum criteria for certificated Classroom teachers:

Criterion 1:

* INSTRUCTIONAL SKILL
  The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

  Examples: Plans, implements and evaluates the learning process; develops lesson objectives and creates lessons that present subject matter clearly and precisely; evaluates student progress; analyzes lessons to guide future planning.

Criterion 2:

* CLASSROOM MANAGEMENT
  The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

  Examples: Provides a classroom environment conducive to learning; establishes automatic and orderly routines; organizes individual, small and large group learning activities; ensures materials can be read or seen by students; deploys volunteers and paraprofessionals to facilitate maximum student growth.

Criterion 3:

* PROFESSIONAL PREPARATION AND SCHOLARSHIP
  The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching, and a commitment to education as a profession.

  Examples: Demonstrates a variety of teaching strategies as well as knowledge and skills in meeting the academic, emotional and psychological needs of individual students; demonstrates knowledge of principles of learning; participates in professional activities, classes, individual reading and research, professional organizations and coursework beyond minimum certification requirements.

Criterion 4:

* EFFORT TOWARD IMPROVEMENT WHEN NEEDED
  The certificated classroom teacher demonstrates awareness of his or her limitations and strengths and demonstrates continued professional growth.

  Examples: Responds to recommendations made in periodic and annual performance evaluations; establishes goals and initiates activities aimed at professional growth and development; considers opportunities for secondary students to evaluate course content, format and presentation.

Criterion 5:

- THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS
  The certificated classroom teacher demonstrates the ability to manage the noninstructional, human dynamics in the educational setting.

  Examples: Establishes and communicates parameters for student behavior; assists students toward self-discipline and acceptable standards of behavior.

Criterion 6:

- INTEREST IN TEACHING PUPILS
  The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated classroom teacher demonstrates enthusiasm for or enjoyment in working with pupils.

  Examples: Demonstrates an understanding and acceptance of different races, ethnic groups, cultures, religious values and lifestyles and avoids stereotyping; is aware of physical and emotional needs of students; demonstrates positive interaction with students; uses knowledge of individual students to design educational experiences.

Criterion 7:

- KNOWLEDGE OF SUBJECT MATTER
  The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject mater specialization(s) appropriate to the elementary and/or secondary levels.

  Examples: Demonstrates a depth of knowledge of the subject matter by providing lessons and learning activities that focus on the specified curriculum; demonstrates a knowledge of the scope and sequence of subject matter; demonstrates a relationship between one subject matter field and another.

Criterion 8:

- PROFESSIONAL RESPONSIBILITY (Collective Bargaining Agreement)
  The certificated teacher demonstrates professionalism in his or her attitude, work ethic and treatment of others.

  Examples: Practices punctuality; accurately completes required records and reports and makes appropriate use of planning time; assumes a fair share of the responsibility for the general operation of the school; participates in school-sponsored functions; shows respect for all staff members; exercises discretion in dealing with confidential matters; provides information for substitutes; exercises discretion and appropriate use of language in working with students.

OBSERVATION REPORT FORM
(Classroom Teachers)

Employee Name:_____Empl ID:_____

School/Department/Assignment:_____

Evaluator:_____

Date:_____

Note: This form is to be used as specified in Article XI, Evaluation.

Evaluation Criteria:
Instructional skill
Classroom management
Professional preparation and scholarship
Effort toward improvement when needed
Handling student discipline and attendant problems
Interest in teaching pupils
Knowledge of subject matter
Professional Responsibility

Narrative Summary

Summarize, in separately identified sections on an attached sheet (or the reverse side of this form):

1. "Strengths," with reference to the applicable Evaluation Criteria;
2. "Area(s) for Improvement," with reference to the applicable Evaluation Criteria; and
3. "Summary of pre- and/or post-observation conference(s)"

Employee _____   Evaluator: _____
       (Signature is only an indication of receipt)

Date: _____   Date: _____

PROFESSIONAL GROWTH CYCLE: PLAN DESIGN FORM

Employee Name: _____   **Employee ID or SSN:** _____

Principal/Supervisor: _____   **School/Department:** _____

Person(s) assisting in Plan Implementation: _____

Date: _____

This form is to be used as specified in Article XI

Goals and/or Areas of Focus	Strategies for Reaching Goals	Means of Measuring Progress

Attach additional sheets if necessary

Initial Review Conference Date: _____   Employee Initials _____   Supervisor Initials _____

Optional Mid-Year Review Conference Date: _____   Employee Initials _____   Supervisor Initials _____

End of Year Review Conference Date: _____   Employee Initials _____   Supervisor Initials _____
(Schedule by end of year)

PROBATIONARY REPORT NO. _____

TO: _____
Principal/School Administrator

FROM: Human Resources Information Services

RE: _____   _____   _____   _____
Employee's Name   Starting Date   Work Yr.   Job Title

Newly hired employees shall complete at least a three- (3) month probationary period after reporting for duty. During the probationary period the employee's supervisor shall complete monthly evaluations of the employee's performance, utilizing the Probationary Report form. The principal/supervisor shall discuss the evaluation(s) in detail with the individual employee. All unsatisfactory ratings must be accompanied by a Performance Improvement Report form; fair rating may be accompanied by a Performance Improvement Report form.

Please note: This report must be returned by _____.

WORK QUALITY:

Unsatisfactory_____   Fair___   Good_____   Strong_____   Superior_____

Comments:

_____   _____
Date   Employee's Signature

                                                           _____
                                                           Principal's or Administrator's Signature

SUBSTITUTE EVALUATION FORM

SUBSTITUTE_____ SCHOOL_____

GRADE/SUBJECT_____ DATE(S)_____

In each of the categories below, all questions shall be answered yes or no except in cases where substitutes are not in classroom situations, then check N/A for not applicable, such as:

A. Building Support	Yes	No	N/A
1. Was assigned in his/her endorsement and grade level	☐	☐	☐
2. Were lesson plans provided	☐	☐	☐
3. Was substitute folder provided	☐	☐	☐
4. Were materials, supplies, etc., provided	☐	☐	☐
5. Were school policies regarding student behavior posted or otherwise provided	☐	☐	☐
6. Was there direct classroom observation	☐	☐	☐

B. Instructional Skill			
1. Presented subject matter clearly and concisely	☐	☐	☐
2. Improvised lessons in absence of formal lesson plans	☐	☐	☐
3. Clear instructions and checked for student understanding	☐	☐	☐
4. Ability to motivate students	☐	☐	☐

C. Classroom Management			
1. Handled student discipline/attendance problems	☐	☐	☐
2. Maintained an environment of learning	☐	☐	☐

D. Professional Responsibility			
1. Followed lesson plans	☐	☐	☐
2. Left written summary of lessons taught	☐	☐	☐
3. Adhered to starting/departure schedule	☐	☐	☐
4. Exercised discretion and appropriate use of language	☐	☐	☐

☐ Satisfactory   ☐ Unsatisfactory

Evaluator Comments:

_____

_____

Substitute Teacher Comments (Optional)_____

_____

(The substitute teacher's signature indicates only that he/she has received this performance evaluation in conference with the person who prepared the report.)

_____ _____ _____ _____
Signature of Substitute   Date   Signature/Title of Evaluator   Date

PRINCIPAL EVALUATION PROCESS

DELIVERING ON THE DREAM
Academic Achievement For
Every Student in Every School

Seattle Public Schools
2004

SECTION I

Purpose, Goals, Guiding Principles and the Role of the Evaluator

Principal Evaluation Process

Purpose:

The purpose of the performance evaluation process is to improve performance.

Goal:

The goal of the Principal Performance Evaluation Process is to acknowledge the work of school leaders, enhance instructional leadership skills, create safe and orderly learning climates, develop professional skills, and to deepen core values of ethics and professionalism so that student achievement improves for every student in every school.

Guiding Principles:

The Principal Performance Evaluation process is led by the following principles and ideals:

- Possesses measurable student outcomes and indicators of "Best Practice"
- Leads to high quality schools and departments
- Exemplifies a Standards-Based Learning System
- Values continuous progress
- Contains clear, consistent processes and timelines
- Meets legal requirements and ensures due process
- Is based, in part, on the principles of accountability and support for school principals as expressed in the principal evaluation standards formerly published by the Association of Washington School Principals
- Is based on the state criteria for evaluating principals as stated in RCW 28A.405.100 (2)

THE ROLE OF THE EVALUATOR

In the **Principal Performance Evaluation Process**, the Evaluator is expected to do the following:

- Be led by the guiding principles of the Principal Performance Evaluation Process.

- Be fully familiar with the vision, goals, total instructional program, School Transformation Plan, effectiveness profile, and operational procedures of the school or program.

- Ensure that decision-making relative to the total evaluation process is data-based.

- Ensure clarity about the performance expectations for the administrator and school or program for the school year.

- Adhere to all timelines established in the evaluation process.

- Provide reasonable technical assistance, specific support and/or recommendation to principals when performance issues are identified.

- Provide verbal and written feedback for each "formal" school visit conducted as part of the evaluation process.

- Maintain clear, concise documentation of all significant concerns about performance including action taken by the evaluator to apprise the administrator of the concerns and any suggestions for addressing them.

- Provide written commendation for significant school successes, both academic and community.

- Utilize observation reports (see Appendix A) or the written status for summarizing feedback and data, where appropriate.

- Develop a Performance Improvement Plan for, and in collaboration with, principals, when performance issues are identified (see Appendix C). The Plan will identify specific goals, expectations, timelines, and measure progress and accountability.

- Meet at regular intervals with administrators on Performance Improvement Plans and provide formal, written feedback on the administrator's performance.

- Maintain a file or portfolio or appropriate documentation and school performance evidence relied upon to evaluate administrators on Performance Improvement Plans.

- Apply all aspects of the evaluation process consistently and fairly to all schools and all administrators.

SECTION II

Overview of the Evaluation Process

TYPES OF EVALUATIONS:
• There are two types of evaluations for building principals: (1) a Comprehensive Evaluation Process and (2) a General Evaluation Process.
• New principals receive a Comprehensive Evaluation every year for the first three (3) years.
• Experienced principals new to a building or new to the District will receive a Comprehensive Evaluation for the first year.
• All other experienced principals will receive a Comprehensive Evaluation every three (3) years and a General Evaluation in the intervening years.
• Experienced principals on the General Evaluation may be placed on the Comprehensive Evaluation Process at the discretion of the supervisor/evaluator by no later than October 31 of each school year.

COMPREHENSIVE EVALUATION PROCESS (CEP) AND TIMELINE

AUGUST – OCTOBER 31:
• Review evaluation process, District Strategic Plan, the School Transformation Plan (STP), and test data.
• Conduct goal-setting conferences – collaborative meeting between principal and supervisor/evaluator to develop the Principal Leadership Accountability Plan for Continuous Student Achievement (PLAP).
• Make school visit (additional visits will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (See Appendix A).
• Annual training for the evaluation process shall be conducted. (See page 22, 2b).

NOVEMBER – JANUARY 31:
• Make school visit (additional visit will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (see Appendix A).
• Review progress on goals.
• Provide written feedback to principal via written status report on performance (see Appendix B).
• Mid-year evaluation – if the rating on the mid-year evaluation for Part I or any Leadership Responsibilities from Part II is "Unsatisfactory," the principal will be placed on a Performance Improvement Plan (PIP) designed to address the areas rated "Unsatisfactory." The PIP will be created and finalized with the principal and his/her representative within fifteen (15) working days after the mid-year evaluation.

FEBRUARY – JUNE 30
• Finalize next years' budget, STP, and staffing plans collaboratively – consult with education directors by March 31.
• Conduct school reviews of STP, budget and staffing plans – principals receive written feedback.
• Principals submit portfolio to evaluator at final evaluation conference.
• Convene meeting to review evaluation data, to mark the annual evaluation form and to conduct the evaluation conference.
• Monitor and provide feedback to principals on PIP's as appropriate.
• Notify a principal of any decision to change his/her employment contract status by May 15.

JUNE – AUGUST 15:
• PIP's created and finalized for principals receiving a rating of "Unsatisfactory" for Part I or any Leadership Responsibilities on Part II of their annual evaluation.

GENERAL EVALUATION PROCESS (GEP) AND TIMELINE

AUGUST – OCTOBER 31:
- Review of evaluation process, District Strategic Plan, the STP, and test data.   - Conduct goal-setting conferences – collaborative meeting between principal and supervisor/evaluator to develop the PLAP.   - Make school visit (additional visits will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (See Appendix A).   - Deadline for conversion to CEP is October 31 of each school year.
NOVEMBER – JUNE 30:
- Make school visit (additional visits will be made as needed). Observation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc.   - Conduct review of STP, budget and staffing plans.   - Review progress on goals.   - Give principal written feedback by April 30.   - Principals submit portfolio to evaluator at final evaluation conference.   - Convene meeting to review evaluation data, mark the annual evaluation form, and conduct the evaluation conference.
JUNE – AUGUST 15:
PIP's created and finalized for principals receiving a rating of "Unsatisfactory" for Part I or any Leadership Responsibilities of Part II on their annual evaluation.

SECTION III

The Evaluation Instrument for Formal Evaluations

PRINCIPAL GOAL SETTING/EVALUATION

Part I: Principal Leadership Accountability for Continuous Student Achievement

Principal:_____   Evaluator: _____

School: _____

Date: _____

School Profile Data

1. Data Impacting Student Achievement and Disproportionality

Source	Last Year	This Year	School Target	AYP Goal
Unexcused Absences				
Graduation Rate				
Suspension Proportionality Ratio				

2. School/School District Diagnostic Data (e.g. DWA, DRA, CBA, Trimester/Semester Grades, Value-Added Data, etc.)

Source	Last Year	This Year	School Target

3. WASL Data

Percent Meeting Standard

	Last Year			This Year			School Target			AYP Goal		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students												
African American												
Asian												
Latino												
Native American												
White												
Special Ed												
Bilingual												
F/R Lunch												

4. Other Standardized Test Data

Source	Last Year	This Year	Goal in relation to district standard
ITBS GR 3 6 (circle one)			
ITBS GR 5 8 (circle one)			
ITED GR 9			
Other _____			

* NOTE: More than two (2) years of data can be referenced if appropriate or needed.

PRINCIPAL GOAL SETTING/EVALUATION

Principal Leadership Accountability for Continuous Student Achievement: Part I

Using the School Profile Data and the School Improvement Plan, identify the focused goals, measurements, and related principal leadership responsibilities to be used for the year _____.

Goals for Continuous Student Achievement*	Data/Measures to be Collected as Evidence of Success*	Principal Leadership Responsibilities Contributing to Achievement Goals*	Support Needed

Actions principal will take to move Transformation Plan forward.
Refer to Principal Leadership Responsibilities, Indicators, and Suggested Measures for further information in these areas.
NOTE: *Collaboratively developed by Principal & Evaluator*

PRINCIPAL GOAL SETTING/PLANNING FORM

Principal _____   Evaluator _____

School Year _____   Date _____

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #1: Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal monitors and provides feedback on school improvement goals.
_____	_____	The principal and staff engage individual families and students in analysis of achievement data for academic planning.
_____	_____	The principal engages the teaching staff in analyzing achievement data for short- and long-term instructional planning and authentic assessment.
_____	_____	The principal involves staff in evaluating the effectiveness of the improvement plan and making appropriate revisions to increase student achievement.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

11

PRINCIPAL GOAL SETTING/PLANNING FORM

Principal _____   Evaluator_____

School Year_____   Date_____

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #2: Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal articulates and acts on a vision; models and assists in developing a shared commitment to continuous improvement, problem solving, and student learning.
_____	_____	The principal focuses staff dialogue on student learning, encouraging frequent feedback, self-evaluation, and planning for professional growth.
_____	_____	The principal monitors the expectation that staff are aware of and respond to their students' diverse backgrounds, strengths, and needs. The principal ensures equity of access in student learning.
_____	_____	The principal establishes a school climate characterized by courtesy, respect, and collaboration in the school community.
_____	_____	Efforts and achievements of individuals and groups are recognized and celebrated throughout the school community.
_____	_____	The principal communicates and models the professional codes of conduct and ethics, and monitors staff compliance with the codes. *(Please see Document #2 – Support Materials for a copy of the Statement of Ethics for School Administrators.)*

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

PRINCIPAL GOAL SETTING/PLANNING FORM

Principal _____   Evaluator _____

School Year _____   Date _____

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #3: Lead the development and annual update of a comprehensive safe schools plan which includes prevention, intervention, crisis response, and recovery.

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal establishes procedures so that adults respond immediately when safety violations occur; students, families, and staff communicate safety issues to appropriate personnel.
_____	_____	The principal consistently communicates and fairly applies policies and procedures, and legal requirements regarding comprehensive school safety.
_____	_____	The principal works with staff, students, and families to determine options and interventions for student behavior.
_____	_____	The school collaborates with district and community resources and personnel to support the comprehensive safe schools plan.
_____	_____	The principal reviews each incident or drill to make appropriate revisions to the comprehensive safe schools plan.
_____	_____	The school has structures and systems to assist students and adults in maintaining safety.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

PRINCIPAL GOAL SETTING/PLANNING FORM

Principal _____   Evaluator_____

School Year_____   Date_____

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #4: Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal guides and assists staff, students, and community in understanding state and local learning goals.
_____	_____	The principal organizes time and resources for staff collaboration and planning.
_____	_____	The principal monitors and coaches staff in analyzing and improving instruction and assessment consistent with best practices, and state and local learning goals.
_____	_____	The principal uses performances data to organize the school, assign the staff, and create student groupings to enhance learning goals.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

PRINCIPAL GOAL SETTING/PLANNING FORM

Principal _____   Evaluator_____

School Year_____   Date_____

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #5: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practice(s).

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal consistently follows policies, contracts, and law in completing employee evaluations.
_____	_____	The principal provides a mentoring and induction process for new staff.
_____	_____	The principal prioritizes time for observation of instruction and provides accurate feedback and appropriate interventions.
_____	_____	The principal analyzes student achievement, identifies effective instructional and assessment practices, and intervenes to assist the teacher when students are not making progress.
_____	_____	The principal collects formal and informal data to assist individual staff members in implementing the school improvement plan.
_____	_____	The principal guides the implementation of an annual staff development plan that is congruent with the school improvement plan and addresses individual needs.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

PRINCIPAL GOAL SETTING/PLANNING FORM

Principal _____   Evaluator_____

School Year_____   Date_____

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #6: Manage human and fiscal resources to accomplish student achievement goals

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal directs human and financial resources to further student learning and the academic needs of all students.
_____	_____	The principal organizes time, resources, and professional development to meet identified priorities.
_____	_____	The principal evaluates staff members and makes appropriate use of plans of improvement, probation, and non-renewal within legal and contractual requirements.
_____	_____	The principal complies with and assists others with understanding and implementing legal, district, and building requirements in both human resources and budget arenas.
_____	_____	The principal enlists staff in analysis and use of data to create, evaluate, and manage a school budget plan.
_____	_____	The principal operates within the defined budget.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

PRINCIPAL GOAL SETTING/PLANNING FORM

Principal _____   Evaluator _____

School Year _____   Date _____

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #7: Communicate and partner with school community members to promote student learning.

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal establishes multiple ways of regularly communicating with the school community focusing on student learning.
_____	_____	The principal has a clearly articulated process for decision-making, and for identifying and resolving conflicts among diverse viewpoints.
_____	_____	The principal seeks feedback, promotes collaboration, and works with the school community to support student learning.
_____	_____	The principal understands the diverse demographics, values, and interests of the school community and their impact on student learning.
_____	_____	The principal involves students, staff, and families in responding to the diverse learning needs present in the school community so all students are learning.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

PRINCIPAL LEADERSHIP EVALUATION SUMMARY
SEATTLE PUBLIC SCHOOLS

Principal:_____   Evaluator: _____

School: _____   School Year:_____

Part I: Principal Leadership for Continuous Student Achievement

Analysis of School Profile Data (See attached)

           ☐ Satisfactory   ☐ Unsatisfactory

PRINCIPAL LEADERSHIP EVALUATION SUMMARY

Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #1: Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.
      Comments:

    ____ Satisfactory
    ____ Unsatisfactory

Principal Leadership Responsibility #2: Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.
      Comments:

    ____ Satisfactory
    ____ Unsatisfactory

Principal Leadership Responsibility #3: Lead the development and annual update of a comprehensive safe schools plan which includes prevention, intervention, crisis response, and recovery.
      Comments:

    ____ Satisfactory
    ____ Unsatisfactory

Principal Leadership Responsibility #4: Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.
      Comments:

    ____ Satisfactory
    ____ Unsatisfactory

Principal Leadership Responsibility #5: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practice(s).
      Comments:

    ____ Satisfactory
    ____ Unsatisfactory

Principal Leadership Responsibility #6: Manage human and fiscal resources to accomplish student achievement goals
      Comments:

    ____ Satisfactory
    ____ Unsatisfactory

Principal Leadership Responsibility #7: Communicate and partner with school community members to promote student learning.
      Comments:

    ____ Satisfactory
    ____ Unsatisfactory

    ____ Goal Setting conference   Date: _____
    ____ Mid-year evaluation conference   Date: _____
    ____ Final evaluation conference   Date: _____
    ____ Other formal evaluation
             Conference(s)   Date: _____

_____   _____   _____   _____
Principal Signature   Date   Supervisor Signature   Date

(Signature of evaluate does not necessarily imply agreement, but insures that the Principal Leadesrhip Evaluation Summary has been shared and discussed.)

As part of the evaluation and response, additional statements may be attached.

SECTION IV

Guidelines for Implementing the Principal Evaluation Process

1. **The Principal Evaluation Process.**

   a. The *Principal Evaluation Process* consists of two procedures: a Comprehensive Evaluation Process (CEP), and a General Evaluation Process (GEP). The same evaluation instrument is used for both procedures. The procedures differ in scope and the degree of monitoring of the employee. See Section II for an outline of each process and relevant timelines. "Experienced principals" will be evaluated on the GEP except as follows:

   Once every three (3) years, or whenever they are in their first year in a building, or whenever their evaluator determines, in his or her best judgment, that the CEP is appropriate. All "new" principals will be evaluated on the CEP.

   b. An *experienced principal* is a person who has spent three or more consecutive years of employment as a principal with this district or who has been previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and is in their second year of employment with this district. All other principals are referred to as *"new principals"* in the Principal Evaluation Process.

   c. The Principal Performance Evaluation Instrument shall be used for all formal evaluations of a principal. The Evaluation Instrument is the mechanism for providing formal evaluations to a principal based on eight performance standards. See Section III. Each Leadership Responsibility has a list of performance indicators.

   d. The Evaluation Instrument is to be used for mid-year evaluations for principals on the CEP, and for annual evaluations for all principals, and for formal evaluations done at other times during the school year. Evaluators can do formal evaluations at other times during the school year provided they have done at least two (2) formal observations, and provide at least two (2) pieces of written feedback. A mid-year evaluation, or, an evaluation done at other times during the school year may be supplemented by a "Written Status Report on Performance." (See Appendix B).

   e. Performance evaluations of principals should be based on regular and consistent data, input and visitations/observations. Information and data may be available from various resources: community/parents; staff; students; district personnel; self-assessments; portfolios; planned or unplanned visits and observations (formerly known as formal or informal visits and observations); and other information suggested by the evaluator and employee.

   f. Each year, the Evaluation Process will begin with a *Goal Setting Conference* between the Evaluator and the principal. During the conference, the parties should establish goals related to the Academic Achievement (Part I), the STP, the District's Strategic Plan, School Effectiveness Profile, test data, and Seven Leadership Responsibilities (Part II) listed in the Evaluation Instrument. During the conference, the parties will collaborate on the plan for PLAP that captures the above considerations as well as other professional goals that the principal would like to achieve. The Plan will be used, in part, to measure accountability for the school year. The Plan should be completed by October 31 of each school year.

g. When an evaluator visits, planned or unplanned, the school for purposes of a performance observation, the evaluator will find out and provide the principal with an Observation Report (Appendix A). The Observation Report should be used for feedback on both positive and less-than-positive observations. There is no limit on the number of Observation Reports that can be completed within a school year. The number of observations will be determined according to the circumstances of each case. For example, an observation report may be based on personal observations, information that has come to the evaluator's attention, school/classroom visits, staff meetings, community meetings, parent conferences, faculty/parent advisory committees, staffing, student/parent conferences, general operations observations, administrative meetings, articulation committee meetings, etc.

2. **District Support for Principals & Training for the Evaluation Process.**

a. The Seattle Public Schools will provide Leadership/Professional Development opportunities to all district administrators. The district recognizes that it should also provide, where possible and appropriate, reasonable assistance to a principal on an improvement plan, including paying for any training required as part of the evaluation process. The need for, and the form of, reasonable assistance will be determined by the supervisor/evaluator after consulting with the administrator. Reasonable assistance may include any or all of the following as deemed appropriate by the supervisor/evaluator – specific suggestions, mentoring, coaching, training for areas of greatest need, and appropriate feedback.

b. Based upon consultation between representatives of the District and PASS, training on the principal evaluation process and instrument will initially be provided to all principal evaluators and principals. Such training shall be conducted jointly by a member of PASS designated by the PASS President and a member of the District Central Administration designated by the Superintendent. Subsequent yearly trainings will be provided for "new" principal evaluators and principals only and will be optional for those who have had the training. It is intended that both evaluators and evaluatees should share similar understandings and skill development in the process. Training components may include: an overview of the process and instrument; how to conduct a goal-setting conference; purpose and design of Improvement Plans; how to organize and develop a performance portfolio, etc.

3. **Performance Improvement Plans.**

a. A *Performance Improvement Plan* (PIP) (see Appendix C) is designed to assist the principal with improving his or her performance. A PIP shall be developed and used prior to recommending that a principal be non-renewed for performance deficiencies.

b. The PIP shall be the product of a collaborative effort between the principal and evaluator, with recognition that should there be any disagreement about the final contents of the PIP, the Superintendent shall have the final decision. All RCWs will be adhered to when developing a PIP.

c. A PIP shall be created whenever a principal receives an "Unsatisfactory" on the rating of any mid-year, annual or other formal evaluation. For principals that receive a rating of "Unsatisfactory" on an annual evaluation, the PIP shall be finalized and implemented according to the timeframe and procedure established in Section II. For principals that receive a rating of "Unsatisfactory" on a mid-year or other formal evaluation, the PIP shall be finalized and implemented within 15 working days of the formal evaluation.

d. The evaluator and the principal shall agree on the length of time that a principal has to improve performance related to the principal's PIP, recognizing that the RCW states that a PIP shall be in place for 60 days. The evaluator shall specify, on the form, the days or dates that he or she will provide formal feedback to the principal. The date the PIP is to begin and the length of the PIP shall also be specified on the form. At the conclusion of the time period specified, the evaluator may remove the principal from the PIP, extend the PIP, or recommend to the Superintendent a change in assignment or non-renewal. An "Unsatisfactory" evaluation rating at the conclusion of the PIP period must precede a non-renewal recommendation.

e. Although most experienced principals will be on the GEP in most years, if at anytime an evaluator develops performance concerns about an experienced principal on the GEP, he or she may take action to place an experienced principal on the CEP prior to October 31 of each school year. The purpose of such action is to provide more monitoring and feedback in areas deemed "unsatisfactory". Placing an experienced principal on the CEP can only be done if the action is preceded by a formal observation.

4. **Appeal of Evaluation**.

a. A principal has the opportunity to appeal any formal evaluation (a mid-year, an annual, or a formal evaluation done at other times during the school year). To appeal, the principal must send a written notice to the evaluator and the evaluator's supervisor seeking an appeal within five working days of receipt of the evaluation. The evaluator's supervisor or a designee if he or she is unavailable, shall hear the appeal within fifteen (15) working days of receiving the principal's written request for an appeal, and render a decision within fifteen (15) working days after the hearing. Within five (5) working days after this decision is rendered, a principal may further appeal in writing the formal evaluation to the Superintendent. The Superintendent shall hear the appeal within fifteen (15) working days of receiving the principal's written appeal to the Superintendent and shall respond to the appeal within fifteen (15) working days after the hearing. The fifteen (15) day time frames noted in this paragraph shall apply in each instance unless mutually agreed otherwise between the employee and the central administrator hearing the appeal.

b. In addition, at any time, a principal may also send a rebuttal statement to his or her personnel file for any evaluation that he or she disagrees with.

c. Experienced principals do not have the right to appeal an evaluator's decision to place them on the CEP.

d. Nothing in this Evaluation Process is meant to limit the Superintendent's authority to remove principals for cause unrelated to performance deficiencies, or to limit the Superintendent's authority to transfer "new" principals to subordinate positions in allowance with RCW 28A.405.230.

5. **Representation**

A member of PASS is entitled to have a representative present at any meeting with his/her evaluator regarding notification, development, progress and/or final determination of a performance improvement plan (PIP) or appeal of any formal evaluation pursuant to Section 4 above. If the PASS member desires to have a representative present at any meeting as noted above, the PASS member must make arrangements for such representation and must notify their evaluator in advance of the name of the individual who will accompany him/her at such a

meeting. This provision applies solely to the PIP process and the formal evaluation appeal process. It does not otherwise apply to any other aspect of the formal evaluation process.

SECTION V

Appendices

OBSERVATION REPORT

This form should be used when an evaluator visits the job site for a formal or informal observation. It may also be used when the evaluator learns information that is relevant to his or her assessment of a principal's performance.

Principal's Name   Position Title/Assignment

Evaluator   Date of Report

Date report was shared with principal: _____

Below please find a summary of the observation/s. (This document is intended to summarize activities, settings, meetings, etc. observed during this visit; specify positive aspects of the observations; identify any areas of concern and provide recommendations.)

Evaluator's Signature _____ Date:_____

WRITTEN STATUS REPORT ON PERFORMANCE

This form should be used to provide written feedback to principals on the CEP prior to or simultaneous with the mid-year evaluation. This form may also be used to further explain a formal evaluation at other times during the school year that precedes placement of a principal on a Performance Improvement Plan.

_____   _____
Principal's Name   Position Title/Assignment

_____   _____
Evaluator   Date of Report

Date report was shared with principal: _____

Feedback should be based on one or more of the eight (8) Performance Standards. Please attach additional pages if input exceeds the space provided on this form.

Evaluator's Signature _____   Date:_____

Evaluator's Name (Print) _____

PERFORMANCE IMPROVEMENT PLAN

The Improvement Plan shall: 1) identify the specific areas where the administrator's performance does not meet the minimum District performance standards; 2) specify behaviors which the administrator must demonstrate to meet District standards; and 3) assess the administrator's performance to determine whether performance meets those standards.

_____   _____
Principal's Name   Position Title/Assignment

_____   _____
Evaluator   Date Plan was Initiated and Time Frame for Plan

Periodic Review of Progress: _____ _____ _____   _____

                                                         _____ _____ _____   _____

1. Performance standard as identified by evaluator.

2. Plan of Action as developed by evaluatee. (Includes timelines, etc.)

3. Specific behaviors which will be evident upon completion of the remediation plan, indicating standard has been met.

4. Assistance and resources to be provided by the District.

_____   _____
Evaluator's Signature   Evaluatee's Signature

RESULTS

This Plan (Portion of Plan) has been completed:
_____ Successfully   _____ Unsuccessfully   _____Will be extended until _____

Evaluator's Signature _____   Date:_____

Evaluator's Name (Print) _____

28

ANNUAL PERFORMANCE EVALUATION

CENTRAL OFFICE ADMINISTRATOR

SEATTLE
PUBLIC
SCHOOLS

SEATTLE PUBLIC SCHOOL'S EDUCATIONAL LEADERSHIP STANDARDS
A Guide for Educational Leaders

A GUIDE TO THE ORGANIZATION OF THE EDUCATIONAL LEADERSHIP STANDARDS

The eight educational leadership standards – Academic Achievement; Instructional Leadership; Supervision/Evaluation of Staff; Safe and Orderly Environment; School Culture; Administration and Management; Community Relationships; and, Professional Development of Educational Leader – are based, in part, on the principles of accountability and support for school principals as expressed in the principal evaluation standards formerly published by the Association of Washington School Principals and on the state criteria for evaluating principals and other administrators as stated in RCW 28A.405.100 (2) and RCW 28A.405.200 (2), respectively.

THE STANDARDS AND AREAS OF EDUCATIONAL LEADERSHIP

STANDARD 1 **Academic Achievement,** focuses on creating a clear academic vision, leading the development, implementation, and evaluation of data-driven plans for the improvement of student achievement, and measured results (progress toward increasing student performance and the elimination of disproportionality).

STANDARD 2 **Leadership,** focuses on facilitating the development of staff to increase student performance and achievement.

STANDARD 3 **Supervision/Evaluation of Staff,** focuses on modeling standards of ethics and professionalism, assisting and evaluating staff implementation of personal, school or program improvement plans and effective practices.

STANDARD 4 **Safe and Orderly Environment,** focuses on developing, implementing and monitoring procedures and practices that to maximize productivity and learning.

STANDARD 5 **School/Program Culture,** focuses on creating a climate based on concern and respect for individual stakeholders and staff members and conducive to continuous improvement for students and staff.

STANDARD 6 **Administration and Management,** focuses on managing human and financial resources to accomplish student achievement goals.

STANDARD 7 **Community Relationships,** focuses on fostering a relationship with parents and community that encourages and values their participation in the learning experiences of the student.

STANDARD 8 **Professional Development,** focuses on demonstrating a personal and professional commitment to continuous improvement.

GUIDELINES FOR IMPLEMENTING THE NON-REPRESENTED EMPLOYEE EVALUATION PROCESS

1. **The Non-Represented Employee Evaluation Process**

   a. The Non-Represented Employee Evaluation Process shall be used for the formal evaluation of all non-represented employees. It includes evaluation instruments that set performance standards and achievement indicators. Non-represented employees, for the purpose of this process, are categorized as either Administrators or Support Staff. Separate evaluation instruments are used for each category.

   b. The evaluation instruments are used for the annual performance evaluation at end of each employee's work year. Evaluators can, however, use the instruments at other times as a means of documenting concerns about a non-represented employee's work performance.

   c. Performance evaluation of non-represented employees should be based on regular and consistent data, input, and observations. Information and data may be available from various resources: community members, parents, students, district personnel, self-assessments, portfolios, observations and other information suggested by the Evaluator or Employee.

   d. Each year, the Evaluation Process will begin with a *Goal Setting Conference* between the Evaluator and Employee. During the conference, the parties should establish goals related to District and Departmental goals and the performance standards listed in the Evaluation Instrument. The parties will collaborate on a *Professional Goals Plan* that captures the above considerations as well as other professional goals that the Employee would like to achieve. The Professional Goals Plan will be used, in part, to measure accountability for the work year. The Professional Goals Plan should be completed prior to October 31 of each work year.

   e. When an Evaluator believes it is appropriate, he/she may document work performance by completing an *Observation Report*. The Observation Report should be used, in part, as the basis for the formal performance evaluation at the end of the work year. It may also be used, at the time of its preparation, as feedback on both positive and less-than-positive observations. There is no limit on the number of Observation Reports that can be completed within a work year. The number of reports will be determined according to the circumstances of each case. For example, an Observation Report may be based on personal observations, information that has come to the Evaluator's attention, work site visits, staff meetings, community meetings, or general observations.

2. District Support for Non-Represented Employees and Training for the Evaluation Process

a. The district will provide professional development opportunities to all non-represented employees. It will also provide, where possible and appropriate, reasonable assistance to a non-represented employee on a work improvement plan, including where feasible paying for training required as part of the evaluation process. The need for, and the form of, reasonable assistance will be determined by the Evaluator after consulting with the Employee. Reasonable assistance may include any or all of the following as deemed appropriate by the Evaluator - specific suggestions, mentoring, coaching, training for areas of greatest need, and appropriate feedback.

b. Training on the Non-Represented Employee Evaluation Process and instrument will be provided to evaluators and non-represented employees. It is intended that both evaluators and evaluatees should share similar understandings and skill development in the process. Training components may include: an overview of the process and instrument, how to conduct a goal-setting conference, purpose and design of improvement plans, how to organize and develop a Professional Goals Plan.

3. Performance Improvement Plans

a. A **Performance Improvement Plan** is designed to assist the non-represented employee with improving his or her work performance. A Performance Improvement Plan should be developed and used prior to recommending that a non-represented employee be released for performance deficiencies.

b. The Performance Improvement Plan shall be the product of collaboration between the Employee and the Evaluator, with recognition that, should there be any disagreement about the final contents of the Plan, the Evaluator shall have the final decision.

c. A Performance Improvement Plan shall be created whenever a non-represented employee receives a *"Needs Improvement* or *"Unsatisfactory"* on the summative rating of the formal year-end performance evaluation.

d. Non-represented employees who receive a summative rating of *"Meets Standards"* but who have been rated as *"Needs Improvement"* or *"Unsatisfactory"* on an individual standard will be expected to address the deficient rating through an informal improvement process.

e.   The Evaluator shall determine the length of time that a non-represented employee has to improve performance related to the Performance Improvement Plan. The Evaluator shall specify on the form, the days or dates that he or she will provide formal feedback to the Employee. The date the Plan is to begin and the length of the Plan shall also be specified on the form. At the conclusion of the time period specified, the Evaluator may remove the Employee from the Plan, extend the Plan, or recommend a change in assignment or release. An *"Unsatisfactory"* or *"Needs Improvement"* evaluation rating at the conclusion of the Plan period should precede a release recommendation.

4.   Appeal of Evaluations

a.   A non-represented employee has the opportunity to appeal any formal evaluation. To appeal, the Employee must send a written notice to the Evaluator and the Evaluator's supervisor seeking an appeal within five (5) working days of receipt of the evaluation. The Evaluator's supervisor, or a designee if he or she is unavailable, shall hear the appeal within twenty (20) working days of receiving the written request for an appeal. The Evaluator's supervisor, or designee, shall make a decision and notify the Employee and Evaluator within ten (10) working days of the appeal meeting. The Supervisor's decision shall be final.

b.   In addition, at any time, a non-represented employee may also send a rebuttal statement to his or her personnel file for any formal evaluation with which he or she disagrees.

5.   Superintendent's Authority and Discretion Preserved

Nothing in this Evaluation Process limits the Superintendent's authority and discretion to remove non-represented employees for cause or otherwise consistent with their at-will status, whether related or unrelated to performance deficiencies, nor does the Evaluation Process limit the Superintendent's authority and discretion to reassign non-represented employees to other positions if such is in the best interest of the school district.

THE ROLE OF THE EVALUATOR

In the Non-Represented Employee Evaluation Process, the Evaluator is expected to do the following:

- Be led by the guiding principles of the Non-Represented Employee Performance Evaluation Process.

- Be fully familiar with the vision, goals, effectiveness profile, and operational procedures of the department or program.

- Ensure clarity about the performance expectations for the Administrator or Support Staff Employee and for the department or program for the school year.

- Adhere to timelines established in the Evaluation Process.

- Provide reasonable technical assistance, specific support and/or recommendations to the Administrator or Support Staff Employee when performance issues are identified.

- Provide verbal and written feedback for formal or informal observations, as needed, or when the Evaluator learns information that is relevant to the assessment of the non-represented employee.

- Maintain clear, concise documentation of all significant concerns about performance including action taken by the Evaluator to apprise the Administrator or Support Staff Employee of the concerns and any suggestions for addressing them.

- Provide written commendation for significant successes.

- Utilize observation reports or written status reports for summarizing feedback and data, where appropriate.

- Develop a Performance Improvement Plan for, and in collaboration with, Identified Administrators or Support Staff members when performance issues are identified. The Plan should identify specific goals, expectations, timelines, and measure progress and accountability.

- Meet at regular intervals with employees on Performance Improvement Plans and provide formal, written feedback on the employee's performance.

- Maintain a file or portfolio of appropriate documentation used to evaluate employees on Performance Improvement Plans.

- Apply the Evaluation Process consistently and fairly to all departments/ programs and all employee

ADMINISTRATORS' LEADERSHIP STANDARDS EVALUATION INSTRUMENT

Evaluator, please check one:

____ Mid-year Evaluation
____ Annual/Summative Evaluation
____ Formal Evaluation* _____
                       (Date)

RATING SCALE FOR ACHIEVEMENT STANDARD

4 = Exceeds Standards (+) on ALL INDICATORS
3 = Meets Standards (+) or (✓) on ALL INDICATORS
2 = Needs Improvement (-) on ONE OR TWO INDICATORS
1 = Unsatisfactory (-) on THREE INDICATORS

STANDARD 1: ACADEMIC ACHIEVEMENT

Standard Rating (1 - 4): _____

80% = 9 indicators   70% = 8 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Program instruments strategies to increase academic achievement for all students.
	2. Program meets or makes satisfactory progress towards established outcome on Program Effectiveness Profile.
	3. Program implements strategies to reduce the disproportionality gap.
COMMENTS:	

*Formal evaluation given at another time of the year

RATING SCALE FOR STANDARDS II - VIII

RATING SCALE FOR ACHIEVEMENT STANDARD

4 = Exceeds Standards (+) on ALL INDICATORS
3 = Meets Standards (+) or (✓) on ALL INDICATORS
2 = Needs Improvement (-) on ONE OR TWO INDICATORS
1 = Unsatisfactory (-) on THREE INDICATORS4 =   Exceeds Standards

STANDARD 2: LEADERSHIP

Standard Rating (1 - 4): _____

80% = 9 indicators   70% = 8 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Articulates clearly the mission and vision of the program as well as clear expectations of students and staff.
	2. Provides support for the implementation of school Academic Achievement Plans for accelerated learning.
	3. Observes staff performance and gives feedback on Best Practices strategies.
	4. Accesses resources and people to assist staff.
	5. Provides for the professional development needs of teachers and staff.
	6. Uses data to drive decisions.
	7. Uses strategies that recognize, understand and appreciate diversity.
COMMENTS:	

RATING SCALE FOR ACHIEVEMENT STANDARD

4 = Exceeds Standards (+) on ALL INDICATORS
3 = Meets Standards (+) or (✓) on ALL INDICATORS
2 = Needs Improvement (-) on ONE OR TWO INDICATORS
1 = Unsatisfactory (-) on THREE INDICATORS4 =   Exceeds Standards

STANDARD 3: SUPERVISION/EVALUATION OF STAFF

Standard Rating (1 - 4): _____

80% = 5 indicators   70% = 4 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Models District standards of ethics and professionalism.
	2. Follows District policies and the Collective Bargaining Agreement in the evaluation of teachers and staff.
	3. Visits classrooms and other worksites and uses observation data to give feedback to teachers and to document performance.
	4. Monitors, assists and evaluates staff implementation of school improvement plans and effective instructional and assessment practices.
	5. Evaluates staff appropriately based on expectations.
	6. Takes appropriate steps when employees do not meet performance expectations or engage in misconduct.
COMMENTS:	

RATING SCALE FOR ACHIEVEMENT STANDARD

4 = Exceeds Standards (+) on ALL INDICATORS
3 = Meets Standards (+) or (✓) on ALL INDICATORS
2 = Needs Improvement (-) on ONE OR TWO INDICATORS
1 = Unsatisfactory (-) on THREE INDICATORS4 =Exceeds Standards

STANDARD 4: SAFE AND ORDERLY ENVIRONMENT

Standard Rating (1 - 4): _____

80% = 5 indicators   70% = 4 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Prepares emergency procedures and communicates them to staff.
	2. Takes quick and appropriate action when student or staff safety is at stake.
	3. Maintains and monitors safety and order at program site.
	4. Maintains a clean and orderly program site.
	5. Consistently follows through with reasonable judgment
COMMENTS:	

RATING SCALE FOR ACHIEVEMENT STANDARD

4 = Exceeds Standards (+) on ALL INDICATORS
3 = Meets Standards (+) or (✓) on ALL INDICATORS
2 = Needs Improvement (-) on ONE OR TWO INDICATORS
1 = Unsatisfactory (-) on THREE INDICATORS4 =   Exceeds Standards

STANDARD 5: SCHOOL/PROGRAM CULTURE

Standard Rating (1 - 4): _____

80% = 6 indicators   70% = 5 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Fosters, recognizes, and supports ethnic, cultural gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all.
	2. Establishes positive relationships with teachers, staff, parents and students with an attitude of appreciation, respect and the highest level of professionalism.
	3. Collaborates with BLT, all staff, parents and community when decisions affect them, but is appropriately decisive when appropriate.
	4. Develops and recognizes teachers and staff leaders.
	5. Acknowledges employees who exceed performance expectations.
	6. Provides support for school, student, staff and community celebrations so that high performance, customs and traditions can be honored.
	7. Promotes, maintains and fosters a harassment-free environment.

RATING SCALE FOR ACHIEVEMENT STANDARD

4 = Exceeds Standards (+) on ALL INDICATORS
3 = Meets Standards (+) or (✓) on ALL INDICATORS
2 = Needs Improvement (-) on ONE OR TWO INDICATORS
1 = Unsatisfactory (-) on THREE INDICATORS4 =   Exceeds Standards

STANDARD 6: ADMINISTRATION AND MANAGEMENT

Standard Rating (1 - 4): _____

80% = 9 indicators   70% = 8 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Communicates effectively verbally and in writing.
	2. Is knowledgeable about and complies with all relevant State and Federal laws and regulations and Board policies and Collective Bargaining Agreements.
	3. Increases understanding and use of best professional practices.
	4. Recommends staff hiring in keeping with District standards and within the focus of the school.
	5. Collaborates with facilities in the preparation, implementation and monitoring of the program's annual budget in alignment with District priorities.
	6. Seeks additional resources for program and manages resources effectively.
	7. Allocates and expends funding to provide for the unique needs of children who are categorized as special education, bilingual, Title I, etc.
	8. Seeks staff input on the development of the Program's Professional Development Plan.
	9. Solves problems effectively and mediates conflict when it occurs.
	10. Seeks assistance from central administration in a collaborative manner.
COMMENTS:	

STANDARD 7: COMMUNITY RELATIONSHIPS

Standard Rating (1 - 4): _____

80% = 5 indicators   70% = 4 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Seeks community support in forming new partnerships as aligned with school, district or program mission, vision and AAP.
	2. Fosters relationships with other organizations and partners.
	3. Facilitates relationships and connections between community partners and schools.
	4. Promotes program to ensure public awareness and authentic participation.
	5. Maintains positive media relationships.
	6. Responds to parent concerns.
COMMENTS:	

RATING SCALE FOR ACHIEVEMENT STANDARD

4 = Exceeds Standards (+) on ALL INDICATORS
3 = Meets Standards (+) or (✓) on ALL INDICATORS
2 = Needs Improvement (-) on ONE OR TWO INDICATORS
1 = Unsatisfactory (-) on THREE INDICATORS4 =   Exceeds Standards

STANDARD 8: PROFESSIONAL DEVELOPMENT OF OTHER ADMINISTRATOR

Standard Rating (1 - 4): _____

80% = 5 indicators   70% = 4 indicators

INDICATORS (+, ✓, -)	CRITERIA
	1. Participates in District leadership development opportunities.
	2. Encourages staff to engage in learning.
	3. Expands use of technology.
	4. Demonstrates and utilizes a variety of group processes and facilitation skills.
	5. Prepares and implements an annual individual professional development plan after self-reflection and input from supervisor.
	6. Implements a self-care plan.
COMMENTS:	

A. **RATING FOR ACADEMIC ACHIEVEMENT STANDARD**   **Rating** (1 - 4): _____
(Represents 50% of performance evaluation)

B. **OVERALL RATING FOR STANDARDS 2-8**   **Rating** (1 - 4): _____
(Represents 50% of performance evaluation)

RATINGS	PERFORMANCE STANDARDS 2-8
4	Exceeds Standards - All 4s on all 7 Standards
3	Meets Standards - Ratings of 3s or 4s on at least 6 Standards
2	Needs Improvement (NI) - Ratings of 1 or 2 on two or more Standards.
1	Unsatisfactory (U) - Ratings of 1 or 2 on all Standards.

C. **SUMMATIVE RATING**   **Rating** (1 - 4): _____
(A plus B)

RATINGS	PERFORMANCE STANDARDS – SUMMATIVE RATING
4	Exceeds Standards –Ratings of 4 on A and 4 on B
3	Meets Standards – Ratings of at least 3 on A and B
2	Needs Improvement - 2 on A or B
1	Unsatisfactory - 1 on both A and B

_____   Date: _____

Administrator's Signature

_____   Date: _____

Supervisor's Signature

_____

Supervisor's Title

Professional Goals Plan

Administrator _____   Evaluator _____

New	Ongoing	Goal	Measurable Outcome	Strategies/Activities	Performance Standard/Criteria Indicators Addressed

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

Administrator: _____ Date: _____   Administrator: _____ Date: _____

Observation Report

This form should be used when an evaluator visits the job site for a formal or informal observation. It may also be used when the evaluator learns information that is relevant to his or her assessment of a administrator's performance.

_____	_____
Administrator's Name	Position Title/Assignment

_____	_____
Evaluator	Date of Report

_____
Date report was shared with administrator

Below please find a summary of the observation/s. (This documents is intended to summarize activities, settings, meetings, etc. observed during this visit; specify positive aspects of the observations; identify any areas of concern and provide recommendations.)

Evaluator's Signature: _____   Date: _____

Written Status Report On Performance

This form should be used to provide written feedback to administrators prior to or simultaneous with the
Mid-year evaluation. This form may also be used to further explain a formal evaluation at other times during the school year that precedes placement of an administrator on a Performance Improvement Plan.

_____   _____
Administrator's Name   Position Title/Assignment

_____   _____
Evaluator   Date of Report

_____
Date report was shared with principals

Feedback should be based on one or more of the eight (8) Performance Standards. Please attach additional pages if input exceeds the space provided on this form.

Evaluator's Signature: _____   Date: _____

Evaluator's Name (Print): _____