



To inspire each student to extraordinary achievement every day.

Principal/Vice-Principal Evaluation Form

EMPLOYEE

Name: _____

Position: _____

Rating Period: From: _____ To: _____ Location: _____

Annual: _____ Unscheduled: _____

EVALUATOR

Name: _____

Position: _____

CERTIFICATED MANAGEMENT EVALUATION

BASED ON THE CALIFORNIA STANDARDS FOR PROFESSIONAL SCHOOL LEADERS

The evaluation process for any employee of the Twin Rivers Unified School District is designed to: 1) support the desirable qualities and characteristics in evidence in an employee's work and 2) support the continued growth of the employee in his/her profession. Of particular importance is the evaluation process undertaken for managers throughout the district. The manager is most often the person who sets the tone and example for all employees at the school site or district department. In this role, it is incumbent upon each manager to be knowledgeable in the many competencies that reflect an effective manager's ability to lead, supervise, and assess the education program for students and teachers.

Part One: Specific Employee Objectives

Each administrator will review district, site, and personal needs and select three objectives that address these areas. One area shall be an objective directly related to a district-wide goal and will reflect the efforts of the administrator to support the district's endeavors to achieve this goal. The second objective will address goals selected by the school site as emphases for the year. The third objective will be selected by the administrator and will indicate an area of personal growth/challenge.

The three personally selected objectives will be discussed with the administrator's evaluator prior to September 19, will reflect mutually agreed upon areas of growth, and will guide the administrator's continuous improvement plan.

Part Two: Standards of Competency for Administrators

At the same time that the administrator is selecting personal objectives for the year, the administrator's evaluator will review the six standards of competency upon which the administrator will be evaluated. The following standards and descriptions exemplify the expectations of the Twin Rivers Unified School District for excellence in administration. These standards are ideals to which all administrators can ascribe.

Part 1 – Specific Employee Objectives
Example

	District Wide Goal	School Site Goal	Personal Professional Goal
Background:	Increased student attendance has a direct correlation to increased student achievement. We also know that we have an established mission to inspire each student to extraordinary achievement every day. Linking these two ideas together is crucial to the long-term success of each student.	Research reveals a lengthy, yet specific, set of instructional strategies that support English Language Learners in the classroom.	Research states that both student achievement and student behavior improve when the site administrator is more present in classrooms and out on campus during the school day.
Goal: (with evaluation measure)	Actual student attendance at Elkhorn School will increase by 1% over last year with 96.25% being the actual goal for the '08-'09 school year.	Increase, by 10%, the total number of EL students scoring in the proficient and advanced ranges on the ELA portion of the STAR test.	Increase, by 50%, the total number of hours spent in the classrooms and out, on campus each day. Currently I am averaging about 1 hour a day in classrooms. My goal is to increase that by at least 30 minutes each day by the end of the school year.
Action Plan:	<ul style="list-style-type: none"> • Establish regular attendance meetings to review attendance data. • Have regular discussions with the instructional staff about their role in inspiring students each day. Inspired students are much more likely to attend school on a regular basis. • Provide regular incentives to students with outstanding and/or improved attendance. • Establish regular meetings with the Support Services Department for the purposes of improving attendance at the site level. 	<ul style="list-style-type: none"> • Leave regular notes to teachers about observed strategies that have proven effective with support English Language Learners. • Provide the staff (through sharing, readings, videos) regular examples of instructional strategies proven effective for ELL. • With the assistance of the Instructional Coach, provide regular feedback to teachers regarding English Learner performance. 	<ul style="list-style-type: none"> • Begin tracking time in classrooms and out on campus each day. • Read book on classroom walkthroughs. • Leave regular notes to teachers and staff about observations made during the time in classrooms or out, on campus. • Note evidence of behavior that exemplifies actions towards site level goals.

Part 1 – Specific Employee Objectives

	District Wide Goal	School Site Goal	Personal Professional Goal
Background:			
Goal: (with evaluation measure)			
Action Plan:			

Part 2

California Professional Standards for Educational Leaders

Reference Sheet

<p style="text-align: center;">STANDARD 1</p> <p>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.</p> <ul style="list-style-type: none"> * Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators * Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system * Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students * Identify and address any barriers to accomplishing the vision * Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision * Use the influence of diversity to improve teaching and Learning 	<p style="text-align: center;">STANDARD 4</p> <p>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <ul style="list-style-type: none"> * Incorporate information about family and community expectations into school decision making activities * Recognize the goals and aspirations of diverse family and community groups * Treat diverse community stakeholder groups with fairness and with respect * Support the <i>equitable</i> success of all students and all subgroups of students through the mobilization and leveraging of community support services * Strengthen the school through the establishment of community, business, institutional, and civic partnerships * Communicate information about the school on a regular and predictable basis through a variety of media and modes
<p style="text-align: center;">STANDARD 2</p> <p>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth</p> <ul style="list-style-type: none"> * Create an accountability system of teaching and learning based on student learning standards * Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and subgroups of students * <i>Guide</i> and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students <i>relative to the content standards</i> * Promote equity, fairness, and respect among all members of the school community * Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility * Facilitate the use of appropriate learning materials and learning strategies which include the following: <ul style="list-style-type: none"> • Students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology 	<p style="text-align: center;">STANDARD 5</p> <p>A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity</p> <ul style="list-style-type: none"> * Demonstrate skills in decision making, problem solving, change management, planning, conflict management, and evaluation * Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others * Make and communicate decisions based upon relevant data and research about effective teaching and learning , leadership, management practices and, equity * Encourage and inspire others to higher levels of performance, commitment, and motivation * Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities * Engage in professional and personal development * Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades * Use the influence of the office to enhance the educational program rather than for personal gain * Protect the rights and confidentiality of students and staff
<p style="text-align: center;">STANDARD 3</p> <p>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <ul style="list-style-type: none"> * Monitor and evaluate the programs and staff at the site * Establish school structures, patterns, and processes that support student learning * Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff * Align fiscal, human, and material resources to support the learning of all students and all groups of students * Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff * Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively * Utilize effective and nurturing practices in establishing student behavior management systems 	<p style="text-align: center;">STANDARD 6</p> <p>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <ul style="list-style-type: none"> * View oneself as a leader of a team and also a member of a larger team * Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements * Generate support for the school by two-way communication with key decision makers in the school community * Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning * Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students * Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement

STANDARDS FOR LEADERSHIP

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Success Indicators:

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- Use the influence of diversity to improve teaching and learning.

Narrative:

☐

Meets Expectations

☐

Does Not Meet Expectations

STANDARDS FOR LEADERSHIP

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Success Indicators:

- Create an accountability system of teaching and learning based on student learning standards.
- Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and subgroups of students.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Promote equity, fairness, and respect among all members of the school community.
- Provide opportunities for all members of the school community to develop and use skills in collaboration leadership and shared responsibility
- Facilitate the use of appropriate learning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology.

Narrative:

☐

Meets Expectations

☐

Does Not Meet Expectations

STANDARDS FOR LEADERSHIP

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Success Indicators:

- Monitor and evaluate the programs and staff at the site.
- Establish school structures, patterns, and processes that support student learning.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- Align fiscal, human, and material resources to support the learning of all students and all groups of students.
- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize the principles of systems management organizational development, problem solving, and decision-making techniques fairly and effectively.
- Utilize effective and nurturing practices in establishing student behavior management systems.

Narrative:

☐

Meets Expectations

☐

Does Not Meet Expectations

STANDARDS FOR LEADERSHIP

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Success Indicators:

- Incorporate information about family and community expectations into school decision making activities.
- Recognize the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and with respect.
- Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media and modes.

Narrative:

☐

Meets Expectations

☐

Does Not Meet Expectations

STANDARDS FOR LEADERSHIP

Standard 5: A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Success Indicators:

- Demonstrate skills in decision making, problem solving, change management, planning, conflict management and evaluation.
- Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning leadership, management practices and equity.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- Engage in professional and personal development.
- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- Use the influence of the office to enhance the educational program rather than for personal gain.
- Protect the rights and confidentiality of students and staff.

Narrative:

☐

Meets Expectations

☐

Does Not Meet Expectations

STANDARDS FOR LEADERSHIP

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Success Indicators:

- View oneself as a leader of a team and also a member of a larger team.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision makers in the school community.
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Narrative:

☐

Meets Expectations

☐

Does Not Meet Expectations

Performance/Appraisal Form Summary

OVERALL EVALUATION

☐

Continuation of Employment with Commendation (Complete section below)

☐

Continuation of Employment

☐

Continuation of Employment with Improvement Required

☐

Termination of Employment

COMMENDATIONS:

RECOMMENDATIONS:

Employee's

Signature: _____ Date: _____

Evaluator's

Signature: _____ Date: _____

Performance/Appraisal Form Addendum

CONTINUATION WITH IMPROVEMENT REQUIRED

_____ is being recommended for “**Continuation With Improvement Required**” for the following reasons:

AREA(S) OF CONCERN	CORRECTIVE ACTION REQUIRED
<p>Date of Reassessment _____</p>	

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I may submit comments within 10 workdays to the Assistant Superintendent of Human Resources. These comments will be attached to this evaluation form.

Employee's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____