Principal Evaluation: Self Assessment

Principal: _____ **Evaluator: _____**

School: _____ School Year: _____

Instructions for principals:

A. For each indicator of leadership practice, please mark yourself from 1 to 4, as follows:
   1. This indicator is a significant challenge for me.
   2. I am sometimes effective on this indicator.
   3. I am consistently effective on this indicator.
   4. I am consistently effective and can teach others how to be effective on this indicator.
B. Add supporting evidence and reflections on your ratings.
C. Summarize your areas of strength in the practice of leadership.
D. Summarize up to two areas of growth in the practice of leadership. Describe your growth goal in each area, the strategies you will undertake to grow, any resources or support that you need associated with that goal, and the target date for accomplishing your goal.
E. Describe the performance goals you want to set for your school *that are beyond the performance goals and targets established by the district*. Name the area of concern, include a description of current conditions, identify a performance goal, and identify the activities you will undertake in pursuit of this goal, along with the resources to be used for those activities and the target date for completion.

Instructions for evaluators:

A. Review principal's self-assessment.
B. Comment on professional growth goals and school performance goals, indicating areas of agreement and any needed changes.
C. Conference with principal to review self-assessment and comments. Agree on professional growth goals and school performance goals.

Performance Measure # 1 **Mission and Vision**	1	2	3	4
A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission and high, measureable expectations that prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.	☐	☐	☐	☐
B. Articulates a vision and helps develop implementation strategies, for change that results in measurable achievement gains for all students including closing achievement gaps.	☐	☐	☐	☐
C. Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.	☐	☐	☐	☐
D. Establishes rigorous, concrete goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.	☐	☐	☐	☐
E. Builds a strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.	☐	☐	☐	☐
Evidence and reflection in support of the ratings:				

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Performance Measure # 2 Instructional Leadership	1	2	3	4
A. Facilitates the development of a shared vision for effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.	☐	☐	☐	☐
B. Provides the structure and opportunity for the development, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.	☐	☐	☐	☐
C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improves learning and closes identified gaps.	☐	☐	☐	☐
D. Facilitates reflective practice, inquiry and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.	☐	☐	☐	☐
E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, are job- embedded, and are based on the school's learning needs.	☐	☐	☐	☐
Evidence and reflection in support of the ratings:				

Performance Measure # 3 Human Resources	1	2	3	4
A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.	☐	☐	☐	☐
B. Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.	☐	☐	☐	☐
C. Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.	☐	☐	☐	☐
D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth	☐	☐	☐	☐
E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation and/or removal of nonperforming staff members.	☐	☐	☐	☐
Evidence and reflection in support of the ratings:				

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Performance Measure # 4 **Professional and Ethical Relationship**	1	2	3	4
A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.	☐	☐	☐	☐
B. Models appropriate personal, professional, and ethical behavior that is respectful, fair, enhances the image of the school and the profession and inspires others to higher levels of leadership and performance.	☐	☐	☐	☐
C. Employs conflict resolution and problem-solving strategies in a wide variety of situations and circumstances.	☐	☐	☐	☐
D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively	☐	☐	☐	☐
E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.	☐	☐	☐	☐
F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.	☐	☐	☐	☐
Evidence and reflection in support of the ratings:				

Performance Measure # 5 **Resource Management**	1	2	3	4
A. Distributes leadership responsibilities, shares decision-making and daily supervises ongoing management structures and practices to enhance teaching and learning.	☐	☐	☐	☐
B. Improves organizational performance by making appropriate, and sound use of time, technology, management strategies and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.	☐	☐	☐	☐
C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.	☐	☐	☐	☐
D. Manages the organization, operations and resources to promote student success and maintain a safe, efficient and effective learning environment.	☐	☐	☐	☐
E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies and available resources that are focused on and result in improved student achievement.	☐	☐	☐	☐
Evidence and reflection in support of the ratings:				

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AREAS OF STRENGTH

AREAS FOR PROFESSIONAL GROWTH	
Indicator (s)	1.
Explanation	
Growth Goal (s)	

Strategies	Resources Needed	Target Date

EVALUATOR COMMENTS:

Indicator	2.
Explanation	
Growth Goal	

Strategies	Resources Needed	Target Date

EVALUATOR COMMENTS:

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SCHOOL PERFORMANCE GOAL(S)		
Area		
Current Condition		
Performance Goal		
Strategies	Resources	Target Date
EVALUATOR COMMENTS:		

Area		
Current Condition		
Performance Goal		
Strategies	**Resources**	**Target Date**
EVALUATOR COMMENTS:		

The principal and evaluator will sign the Self-Assessment form to indicate that the professional growth goals and school performance goals have been shared and discussed.

Principal: _____ Date:_____

Evaluator: _____ Date: _____