

Principal/Assistant Principal Rubric & MSLs/Goals - Evaluation Report

Employee Information

Employee Name:

Position:

Building/Department:

Evaluation Year:

Evaluator Information

Employee Name:

Position:

Evaluation Ratings

Professional Practices:	<u>Score</u>	<u>Rating</u>
	#VALUE!	#VALUE!
	Scale:	
	Overall Score/Rating Weight: 50%	
	2.25 - 3.00 = Highly Effective 1.50 - 2.24 = Effective 0.75 - 1.49 = Partially Effective 0.00 - 0.74 = Ineffective	
MSLs/Goals:	<u>Score</u>	<u>Rating</u>
	#VALUE!	#VALUE!
	Scale:	
	Overall Score/Rating Weight: 50%	
	2.25 - 3.00 = Exceeds Expectations 1.50 - 2.24 = Meets Expectations 0.75 - 1.49 = Approaching Expectations 0.00 - 0.74 = Does Not Meet Expectations	
Overall Score/Rating:	<u>Score</u>	<u>Rating</u>
	#VALUE!	#VALUE!
	Scale:	
	2.25 - 3.00 = Highly Effective 1.50 - 2.24 = Effective 0.75 - 1.49 = Partially Effective 0.00 - 0.74 = Ineffective	

Mid-Year Review Report

Meeting Date:

Mid-Year Review Summary of Strengths, Concerns and Professional Growth Recommendations

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End of Year Review Report

Meeting Date:

End of Year Review Summary of Strengths, Concerns and Professional Growth Recommendations

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Performance Assistance and Improvement Plan (if necessary)

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Professional Practice Standards Rubric

For any rating(s) of Ineffective, Partially Effective or Highly Effective supporting documentation should be provided in the comments section of the appropriate element(s).

The word “school” in standards/elements could refer to the school in general but also may refer to programs within the school which are supported by an administrator.

QUALITY STANDARD I: Principals demonstrates organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Element A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.

Comments:

Element B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.

Comments:

Element C: Principals establish and effectively manage systems that ensure high-quality staff.

Comments:

Element D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.

Comments:

Element E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

Comments:

Standard I	Rating	Score
	<select rating>	n/a

Scale: Professional Practices Final Rating Weight: **25.00%**

Highly Effective = 3	Effective = 2	Partially Effective = 1	Ineffective = 0
Exceeds expectation on all elements. The administrator stays current with emerging research and innovative methods, and incorporates them into work activities.	Meets expectations on all elements or meets all but one element and is making progress.	Meets expectations on some elements with progress toward meeting expectation of all elements.	Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

QUALITY STANDARD II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

Element A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being.

Comments:

Element B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.

Comments:

Element C: Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.

Comments:

Element D: Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.

Comments:

Element E: Principals design and/or utilize structures and processes which result in family and community engagement and support.

Comments:

Standard II	Rating	Score
	<select rating>	n/a

Scale: Professional Practices Final Rating Weight: 25.00%

Highly Effective = 3	Effective = 2	Partially Effective = 1	Ineffective = 0
Exceeds expectation on all elements. The administrator stays current with emerging research and innovative methods, and incorporates them into work activities.	Meets expectations on all elements or meets all but one element and is making progress.	Meets expectations on some elements with progress toward meeting expectation of all elements.	Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

QUALITY STANDARD III: Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

Element A: Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.

Comments:

Element B: Principals foster a collaborative culture of job-embedded professional learning.

Comments:

Element C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.

Comments:

Element D: Principals hold all staff accountable for setting and achieving measureable student outcomes.

Comments:

Standard III	Rating	Score
	<select rating>	n/a

Scale:

Professional Practices Final Rating Weight:

25.00%

<u>Highly Effective = 3</u> Exceeds expectation on all elements. The administrator stays current with emerging research and innovative methods, and incorporates them into work activities.	<u>Effective = 2</u> Meets expectations on all elements or meets all but one element and is making progress.	<u>Partially Effective = 1</u> Meets expectations on some elements with progress toward meeting expectation of all elements.	<u>Ineffective = 0</u> Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.
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QUALITY STANDARD IV: Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

Element A: Principals demonstrate high standards for professional conduct.

Comments:

Element B: Principals link professional growth to their professional goals.

Comments:

Element C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.

Comments:

Standard IV	Rating	Score
	<select rating>	n/a

Scale:

Professional Practices Final Rating Weight:

25.00%

<u>Highly Effective = 3</u> Exceeds expectation on all elements. The administrator stays current with emerging research and innovative methods, and incorporates them into work activities.	<u>Effective = 2</u> Meets expectations on all elements or meets all but one element and is making progress.	<u>Partially Effective = 1</u> Meets expectations on some elements with progress toward meeting expectation of all elements.	<u>Ineffective = 0</u> Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.
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MSLs/Goals

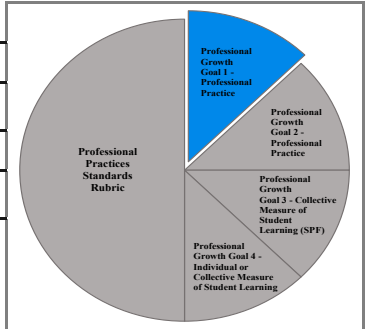
Professional Growth Goal 1

Professional Practice Standard / Element (specific Administrator action) – determined by Administrator

Rubric Standard / Element:

Description of Professional Growth:

Description of specific, measurable, target to determine success:



Supporting data or reflection:

Goal 1	Rating	Score
	<select rating>	n/a

Scale:

MSLs/Goals Final Rating Weight:

25%

- 3 = Exceeds Expectations:** Clearly exceeded the goal.
- 2 = Meets Expectations:** Met the goal.
- 1 = Approaching Expectations:** Strong progress towards the goal.
- 0 = Does Not Meet Expectations:** Lack of substantial progress towards the goal.

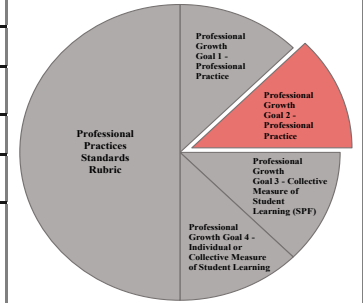
Professional Growth Goal 2

Professional Practice Standard / Element (specific Administrator action) – determined by Evaluator

Rubric Standard / Element:

Description of Professional Growth:

Description of specific, measurable, target to determine success:



Supporting data or reflection:

Goal 2	Rating	Score
	<select rating>	n/a

Scale:

MSLs/Goals Final Rating Weight:

25%

- 3 = Exceeds Expectations:** Clearly exceeded the goal.
- 2 = Meets Expectations:** Met the goal.
- 1 = Approaching Expectations:** Strong progress towards the goal.
- 0 = Does Not Meet Expectations:** Lack of substantial progress towards the goal.

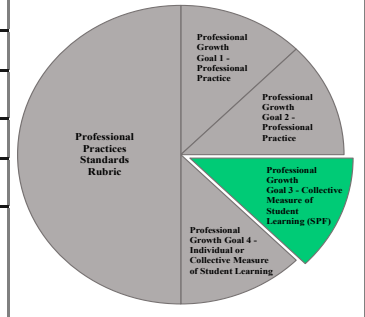
Professional Growth Goal 3 - Collective Measure of Student Learning

School Performance Framework (SPF) / Other - mutually determined if not using SPF

Description of Collective Student Growth Goal:

Description of Professional Growth:

Description of specific, measurable, target to determine success:



Supporting data or reflection:

Goal 3	Rating	Score
	<select rating>	n/a

Scale: MSLs/Goals Final Rating Weight: 25%

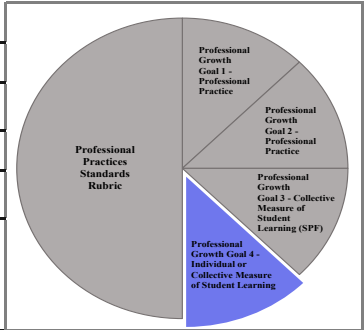
- 3 = Exceeds Expectations:** SPF is Performance Plan or clearly exceeded the goal if not using SPF.
- 2 = Meets Expectations:** SPF is Improvement Plan or met the goal if not using SPF.
- 1 = Approaching Expectations:** SPF is Priority Improvement Plan or strong progress towards the goal if not using SPF.
- 0 = Does Not Meet Expectations:** SPF is Turnaround Plan or lack of substantial progress towards the goal if not using SPF.

Professional Growth Goal 4 - Individual or Collective Measure of Student Learning
A Measure of Individually-attributed Growth (State assessment if available, alternative assessment if not state assessment)
or a Measure of Collectively-attributed Growth – mutually determined

Description of Student Growth Goal (Individual or Collective):

Description of Professional Growth:

Description of specific, measurable, target to determine success:



Supporting data or reflection:

Goal 4	Rating	Score
	<select rating>	n/a

Scale: MSLs/Goals Final Rating Weight: **25%**

- 3 = Exceeds Expectations:** Clearly exceeded the goal.
- 2 = Meets Expectations:** Met the goal.
- 1 = Approaching Expectations:** Strong progress towards the goal.
- 0 = Does Not Meet Expectations:** Lack of substantial progress towards the goal.