

EVALUATION OF BUILDING PRINCIPAL STAFF REPORT

Name: _____ Position: _____

Provides for leadership for all staff and students within the building.

1. Principal does not provide leadership within the building.
2. Principal intermittently provides leadership within the building; may depend on school function or group involved.
3. Principal consistently provides leadership for staff and students in all areas of the school function.
4. In addition to building leadership, the principal also provides leadership at the district level in a specific function.

Comments:

Identifies instructional needs and establishes goals for program maintenance and improvement.

1. Principal does not identify instructional needs or establish goals for program maintenance or improvement.
2. Principal intermittently identifies instructional needs or establishes goals for program maintenance or improvement.
3. Principal consistently identifies instructional needs and establishes goals for maintaining and improving educational programs.
4. In addition to meeting instructional needs for the building, the principal helps develop programs to improve the total district curriculum.

Comments:

Initiates, encourages, and supports professional development of all building staff.

1. Principal does not encourage professional development of staff.
2. Principal intermittently encourages professional development of staff
3. Principal consistently encourages professional development of staff.
4. In addition to encouraging professional development, the principal helps develop programs for staff development.

Comments:

Provides a good learning-teaching environment within the building.

1. Principal does not provide a good learning-teaching climate; does not enforce the student discipline code.
2. Principal intermittently provides a good learning-teaching climate; intermittently enforces student discipline.
3. Principal consistently provides a good learning-teaching climate; interruptions to classroom work is minimized and positive discipline is maintained by following the student handbook.
4. In addition to providing a good learning-teaching climate; the principal coordinates school functions so as to maximize class meeting times and self-discipline is stressed through the student discipline code.

Comments:

Communicates effectively with staff.

1. Principal does not communicate with staff.
2. Principal intermittently communicates with staff; communicate is unclear leading to confusion.
3. Principal consistently communicates with staff; no confusion.
4. In addition to consistent communication, the principal communicates with staff to insure that building goals are being met.

Comments:

Communicates effectively with students.

1. Principal does not communicate with students.
2. Principal intermittently communicates with students; communication is unclear leading to confusion.
3. Principal consistently communicates with students so that there is little confusion on expectations.
4. In addition to consistent communication, the principal communicates with students to insure that building goals and expectations are met.

Comments:

Communicates effectively with the community.

1. Principal does not communicate with the community.
2. Principal communicates intermittently with the community; communication is sometimes unclear leading to confusion.
3. Principal is approachable by the community and communication is clear and relevant.
4. In addition to consistent communication, the principal develops methods of communication school goals and expectations to the community.

Comments:

Evaluates and supervises all building personnel in accordance with district policies and guidelines.

1. Principal does not evaluate staff in accordance with district policy.
2. Principal intermittently evaluates staff in accordance with district policy.
3. Principal consistently evaluates staff in accordance with district policy.
4. In addition to consistent evaluation, the principal assists with developing improvement plans with improve direction in the classroom.

Comments:

Manages the monitoring and reporting of student attendance, academic progress, and other record documentation.

1. Principal does not monitor student attendance, academic progress, or other documentation necessary for recordkeeping.
2. Principal intermittently monitors recordkeeping processes.
3. Principal consistently monitors recordkeeping processes.
4. In addition to consistent monitoring, the principal develops methods and process to improve the accuracy of documentation and recordkeeping.

Comments:

Plans and designs schedules, teacher assignments, and utilization of the building.

1. Principal does not plan effective schedules, assignments, or utilization of the building.
2. Principal intermittently plans effective schedules, assignments, or utilization of the building.
3. Principal consistently plans for effective use of time, staff, and building space.
4. In additions to consistent planning, the principal develops plans for school and community use of the facility.

Comments:

Develops a comprehensive building budget after gathering appropriate input.

1. Principal does not develop a comprehensive building budget; staff input is ignored.
2. Principal intermittently involves staff in the budgeting process; budget is incomplete.
3. Principal develops a budget for academic programs and extra-curricular programs after receiving input for staff and central office.
4. In addition to developing a building budget, the principal develops a comprehensive budget, which is disseminated and explained to the staff.

Comments:

Supports new programs and staff innovativeness and creativity.

1. Principal does not support new programs or ideas.
2. Principal intermittently supports new program or ideas; reasons for support are unclear.

3. Principal supports new program and staff innovations which improve the programs of the school and explains reasons for support.
4. In addition to supporting innovativeness and creativity, the principal encourages staff to develop new approaches, techniques, methods of presentation, etc., which provide attention to all learning styles.

Comments:

Evaluation Post- Conference: _____

Recommended for continuing employment in present position: ☐ Yes ☐ No

Evaluator's Signature **Date**

Principal's Signature **Date**

Principal's signature signifies only that he/she is knowledgeable of the contents of this evaluation and the recommendation associated with this evaluation. The signature does not signify agreement or disagreement with the contents of the evaluation.

The principal has the right to attach a rebuttal to this evaluation form.

**CRITERIA FOR IMPROVEMENT AND EVALUATION
OF BUILDING PRINCIPAL**

- A. Provides for leadership for all staff and students within the building.**
 - a. Provides a positive role model for staff and students
 - b. Promotes staff creativity and innovation
 - c. Does not accept the status quo
 - d. Promotes curriculum changes that impact standardized test results
 - e. Sets high expectations for student and staff achievement

- B. Identifies instructional needs and establishes goals for program maintenance and improvement.**
 - a. Uses assessment data as a part of developing building goals for student achievement.
 - b. Promotes the interaction of academic and vocational courses in curriculum development
 - c. Identifies new curriculum ideas that could have a positive impact on student achievement.
 - d. Examines enrollment figures to determine the number of staff needed in curriculum departments.

- C. Initiates, encourages, and supports the professional development of all building staff.**
 - a. Identifies staff whose professional development would benefit the district.
 - b. Identifies staff who have the potential for educational leadership.
 - c. Incorporates professional development into professional growth and remediation plans.
 - d. Participates in the development of staff development programs within the district.
 - e. Identifies staff development programs that would benefit the district and its personnel.

- D. Provides a good learning-teaching climate within the building.**
 - a. Establishes a schedule that focuses on time on task.
 - b. Focuses on the development of self-discipline as part of the student code of conduct.
 - c. Allows for freedom of expression from both staff and students.
 - d. Communicates openly and honestly with staff and students.
 - e. Establishes high expectations for both staff and students.

- E. Communicates effectively with staff.**
 - a. Schedules meetings when appropriate.
 - b. Communicates openly and honestly with staff.
 - c. Uses various means of communication with staff; i.e., verbal, e-mail, formal written direction, etc.
 - d. Listens and responds to staff concerns in a timely manner.
 - e. Communicates goals for student achievement to staff.

- F. Communicates effectively with students.**
 - a. Communicates goals for student achievement and discipline expectations to students in an understandable manner.
 - b. Uses various forms of communication with students; i.e., verbal, written, etc.
 - c. Listens and responds to student concerns in a timely manner.
 - d. Demonstrates a sense of humor, empathy, and understanding when communicating with students.
 - e. Communicates openly and honestly with students.

- G. Communicates effectively with the community.**
 - a. Community understands the buildings goals for student achievement and self-discipline.
 - b. Community understands the use of the chain of command in solving problems.
 - c. The achievements of the students and staff are communicated to the community through various media sources.
 - d. Listens and responds to community concerns in a timely manner.

- H. Evaluates and supervises all building personnel in accordance with district policies and guidelines.**
 - a. Personnel evaluations are done within the prescribed timelines.

- b. Personnel evaluations address both positive performance as well as performance that is in need of improvement.
 - c. Makes the tough personnel decisions.
 - d. Is fair and complete with personnel evaluations.
 - e. Does not allow personal feelings to interfere with personnel decisions.
 - f. Expresses high expectation for staff performance in job duties and responsibilities.
- I. Manages the monitoring and reporting of student attendance, academic progress, and other record documentation.**
 - a. Meets district and state guidelines for state reporting.
 - b. Meets district guidelines for quarterly, semester, and end-of-the-year reporting.
- J. Plans and designs schedules, teacher assignments, and utilization of the building.**
 - a. Maintains focus on time-on-task.
 - b. Minimizes distractions that could negatively impact student achievement.
 - c. Provides adequate time for standardized testing (CSAP and NWEA) to maximize results
 - d. Reduces conflicts between various school functions and activities to the greatest extent possible.
 - e. Does not allow personal feelings to interfere with the assignment of teaching assignments.
 - f. Arranges calendar so there are limited conflicts with standardized testing dates.
- K. Develops a comprehensive building budget after gathering appropriate input.**
 - a. Identifies curriculum areas that are in need of funds for textbooks, materials and supplies.
 - b. Develops and adheres to a textbook adoption timeline for the building.
 - c. Uses data from standardized assessments in determining curriculum areas in need of additional funding.
 - d. Involves building staff in the building of the building budget to the greatest extent possible.
- L. Supports new programs and staff innovativeness and creativity.**
 - a. Encourages staff to “think outside the box” in developing activities and program to improve student achievement.
 - b. Encourages student enrollment in and development of curriculum programs that involve vocational training and skills development in the music and arts as well as college prep classes.
 - c. Listens and responds in a timely manner to staff suggestions for curriculum changes.
 - d. Encourages the development of school reformation programs.

ADOPTION DATE: March 20, 1996

REVISED DATE: April 17, 2006