Saint Paul Public Schools Assistant Principal Evaluation Form

Name:_____ School:_____

Evaluator:_____ Date:_____

Performance Expectation 1: Strategic Leadership

1a. Displays leadership ability and business acumen			
Unsatisfactory	Developing	Proficient	Accomplished
		…and	…and

Does not meet deadlines and/or needs numerous reminders	Meets deadlines and/or needs minimal reminders	Meets deadlines consistently	Reflects on leadership practice through individual learning plan, coaching, mentorship, critical friends, or participation in other leadership development opportunities
Does not keep supervisor informed of issues that may impact the school	Keeps supervisor consistently informed of issues that may impact the school	Keeps supervisor proactively informed of issues that may impact the school; anticipates issues and determines possible solutions	
Does not follow district-wide operational norms	Follows district-wide operational norms to ensure operational effectiveness	Creates support for school, district, organizational decisions and/or program by helping stakeholders to understand initiatives	
Criticizes the school, district, organizational decisions and/or programs	Supports the school, district, organizational decisions and/or programs		
Does not promote a positive image of the school and district	Arrives to meetings on-time and is usually prepared and actively participates	Arrives to meetings on-time and prepared and actively participates	
Arrives late for meetings and/or is not prepared for meetings with necessary materials and resources and does not actively participate in meetings	Visible in the school and at school events and knows staff and students	Builds relationships with staff and students	
Is not visible in the school and at school events and/or does not know staff or students	Promotes a positive image of the school and the district	Demonstrates steadfast and calm leadership in times of crisis	
Unable to maintain calm in times of crisis	Able to maintain a level of calm in times of crisis		

1b. Demonstrates the ability to implement change in support of strategic planning efforts

Unsatisfactory	Developing	Proficient	Accomplished
Does not take initiative or lead	Able to take direction but lacks the ability to take initiative	…and Works to implement school improvement initiatives and understand the alignment to the district strategic plan	…and Suggests ideas and solves problems with focus of the building/district strategic planning in mind
Unable or unaware of changes necessary for the improvement of student learning	Understands school improvement plan initiatives and mission/vision of the school	Anticipates issues that may impact the learning environment	Makes decisions and implements new initiatives that are in support of the school improvement plan and district strategic plan
Does not understand the process of change and as a result, change is unsuccessful	Identifies issues/areas of improvement and solutions for resolution	Understands the needs and concerns of all stakeholders at all stages of organizational change, and facilitates change processes accordingly	Empowers and motivates other in the initiative taken
Unaware of the building and district level strategic planning efforts	Makes incremental changes by implementing processes and systems to increase student achievement	Initiates change even when dissent is present	Driving force behind major initiatives that help to increase student achievement
Deviates from the mission/vision of the school	Contributing member of the school leadership team	Supports the principal in major changes by helping to implement processes and systems to increase student achievement	Systematically challenges the status quo by leading change with potentially beneficial outcomes
Does not contribute as part of the school's leadership team or deviates from the work of the leadership team		Delivers appropriate and timely communications about the progress of change processes to all stakeholders	

Examples of Evidence:
- School improvement plan
- Mission/vision/goals of school
- implementation of district initiatives
- implementation of power standards
- PLC using data team process
- Data digs
- Formative assessment data
- Staff survey

- Student testing data
- Ability of staff to articulate the school's direction and focus

Performance Expectation 2: Instructional and Learning Leadership

2a. Assists in the implementation of best practices in support of student achievement

Unsatisfactory	Developing	Proficient	Accomplished
Does not collaboratively implement and monitor elements of best practices Lacks understanding of the elements of effective instruction Does not visit classrooms Does not assist in exposing students to college or career opportunities	Demonstrates knowledge of district initiatives such as GANAG, Mondo, WTL, FES, Reader's Workshop, Writer's Workshop and Everyday Math Visits classrooms regularly Ensures that assessments are tied to instruction, tracks student's academic growth and drives instruction Assists in providing limited exposure to college and career opportunities	…and Understands district initiatives such as GANAG, Mondo, WTL, FES, Readers's Workshop, Writer's Workshop and Everyday Math and how it drives and affects instruction Visits classrooms regularly and provides feedback to teachers Ensures that high quality, aligned engaging common assessments are given by all teacher teams Creates and supports structures for college and career experiences for all students	…and Is able to teach teachers how to better utilize district initiatives in their instruction to improve student learning Asks students about their aspirations and their progress in almost every interaction with them

2b. Effectively manages student behavior using PBIS model and monitors attendance

Unsatisfactory	Developing	Proficient	Accomplished
Lacks follow through on behavior issues School wide behavior plan is not enforced or inconsistently enforced Unaware of student attendance issues Does not set the conditions for expectations, structures and rules; expectations are unclear or changing Lacks an understanding of or had disregard for district and state policies related to student conduct	Students are addressed regarding behavior concerns as it relates to PBIS Provides regular follow through with teachers regarding student behavior and consequences Communicates changes in student interventions to teachers clearly and consistently Parents are regularly informed of student behavior and consequences Is aware of student attendance issues in the building Understands the importance of clear expectations, structures, rules and procedures for students and staff Understands district and state policy and law related to student conduct	…and Consistently holds students accountable to the expectations of the Pyramid of Behavior Interventions Includes both teachers and parents in the process of changing student behavior Regularly reviews attendance, suspension and other data, including SWIS to spot trends and intervene/prevent issues Discipline is consistently enforced and monitored to review and adjust policies Implements effective strategies that increase attendance for all students Collaboratively develops, communicates and enforces clear expectations, structures and fair rules and procedures for students and staff	…and There is evidence of students making progress in referrals and behavior concerns referred to the office Proactively puts plans and strategies in place to better manage student behavior and discipline processes Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues Regularly reviews the need for changes to expectations, structures, rules and expectations

2c. Utilizes multiple forms of student-level data and student work to drive increases in student achievement and identify student interventions

Unsatisfactory	Developing	Proficient	Accomplished
Uses data inconsistently and/or is not clear how data Is driving instructional strategies or practices Does not effectively use data to identify students'	Supports staff in using data to identify/prioritize needs Establishes protocols and routines to ensure staff use	…and Supports collaborative planning structures that facilitate the use of multiple data streams to refine and adapt instruction	…and Uses data consistently to identify areas for instructional improvement, to refine and adapt instructional practice and to determine appropriate strategies across all grades and content areas

learning gaps; may not support teachers in learning to analyze data to improve instruction Unable to susppot staff through continuous data review or lacks consistency in implementation Does not implement pro-active interventions relative to student data (behavioral and academic)	data in making decisions Discusses and analyzes disaggregated data with teacher teams	Engages all staff in analyzing and utilizing disaggregated instructional and non-instructional data to identify school wide and individual students' learning gaps and determine/implement appropriate interventions Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching and to identify/prioritize needs and continuous improvement Models using data to drive instructional decisions and uses data appropriately to identify/prioritize needs and drive continuous improvement	Focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress Builds staff capacity to effectively and consistently use data to drive instructional decisions

2d. Creates a culturally competent environment where diversity is valued and all students and adults thrive and achieve at high levels

Unsatisfactory	Developing	Proficient	Accomplished
Does not understand and/or know the four agreements, six conditions and compass Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors Believes intelligence is fixed and holds different expectations for different groups of students and holds them to different standards Does not help staff to navigate the strengths and challenges provided by difference and/or diverse student perspectives Demonstrates limited awareness of the impact of diversity and culture on student learning	Aware of the four agreements, six conditions and compass Understands the concept of equity as it relates to race and student achievement Engages in courageous conversations to confront others' biases on a reactive basis Supports systems that create a learning environment that is supportive of all students Believes that students can become smart with effort but does not connect it to the school culture Reflects on personal comfort talking about diversity and culture to develop personal skill set Recognizes the impact of diversity and culture on student learning	…and Utilizes the four agreements, six conditions and compass to engage in courageous conversations Seeks opportunities to engage in courageous conversations about diversity and culture and how they impact student achievement Trains and models efficacy for staff and students that everyone can achieve at high levels Engages staff in developing and providing supports which address the learning needs and challenges of diverse groups in the school Examines and addresses any school structures or practices that limit the participation of groups of students and families	…and Develops staff capacity to engage in courageous our student learning through training of four agreements, six conditions and compass Builds staff capacity to provide supports for diverse groups in the school Builds the school and community collective capacity by initiating direct conversations about culture and diversity Recognizes and integrates the learning opportunities that come from a diverse community
Examples of Elementary Evidence: • School improvement plan • Use of student data to identify goals and address needs • PLC using data team process • Student achievement data (MAP, MCA, …) • Documented use of formative and summative assessments to impact instruction • Evidence of classroom walk-throughs • PBS data • Attendance and behavior expectations with consistently enforced consequences • Classroom observations		**Examples of Secondary Evidence:** • School improvement plan • Use of student data to identify goals and address needs • PLC using data team process • Student achievement data (MCA, …) • Documented use of formative and summative assessments to impact instruction • Evidence of classroom walk-throughs • PBS data • Attendance and behavior expectations with consistently enforced consequences • Classroom observations	

Performance Expectation 3:   Managerial Leadership

3a. Manages a high-quality, high-performing staff

Unsatisfactory	Developing	Proficient	Accomplished

Does not utilize effective processes or systems to hire staff	Understands the school's need to hire, train and evaluate staff	…and Creates and supports processes for: • Recruiting new staff • Hiring new staff • Training and mentoring new staff • Recognition of staff • Evaluation of staff	…and Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support
Does not regularly informally or formally evaluate staff	Assesses and identifies staff at various levels of the performance continuum		Able to coach staff to improved performance
Does not provide mentor or training opportunities for staff	Understands the importance of performance feedback and coaching for staff	Uses appropriate resources and tools to manage staff who are not meeting standards	Searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of all students
Unaware of processes or systems in place to address staff who are in need of improvement	Able to identify staff who are in need of improvement	Utilizes processes to provide informal and formal feedback to teachers concerning the effectiveness of their classroom instruction and to other staff in the building regarding their performance	Ensures that leadership and professional growth opportunities are available for staff who have high potential
		Able to have difficult conversations with staff regarding performance and conduct	
		Provides regular feedback and support to staff and implements staff development plans to improve performance	

3b. Effectively and efficiently uses resources, including time, to effectively support learning goals

Unsatisfactory	Developing	Proficient	Accomplished
Does not have a school schedule that is effective and addresses the needs of students	Ensures that the school environment is safe	…and Supervises facilities and equipment management to enhance learning	…and Identifies creative solutions to maximize and share space
Manages time poorly and prioritizes ineffectively	Ensures that teachers have appropriate common meeting times and protocols	Supports infrastructure for a safe, engaging and positive learning environment	Systematically monitors the effect of the master schedule on collaborative planning and student achievement
Unable to ensure that the school is safe	Manages scheduling, busing and supervision coverage effectively	Aligns time to school and district priorities	
Does not create teacher team meetings or common meetings times or does not honor times that are set aside for specific meetings	Knowledgeable of designs for appropriate school schedules which address the learning needs of all students	Assures that the school environment is emotionally and physically safe	Implements systems so that time-wasting activities and crises are almost always prevented or deflected
Does not delegate tasks that can be done by others or delegates inappropriate responsibilities	Introduces meeting protocols	Delegates appropriate tasks to staff and regularly checks on progress	Delegates complex projects or responsibilities to others and has systems in place to track progress
Unable or unaware of how to set up systems to effectively manage schedules, busing and supervision coverage		Implements processes to protect instructional time from interruptions	Monitors the effect of the master schedule on collaborative planning and student achievement
Does not have structural factors (schedules, meeting agenda, etc.) that support the involvement of stakeholders		Ensures that structural factors (schedules, meeting agendas, etc.) support the involvement of stakeholders	

Examples of Evidence:
- Copies of Talent Management Grid and employee development plans and improvement plans
- Recognition examples and programs within the school
- School improvement plan
- School calendar and schedules
- Building staff development plans

- Evidence of involvement in planning and implementation of staff professional development
- Staff turnover and retention data
- Mentoring and training programs within the building for new hires
- PLC using data team process
- Classroom observations

Performance Expectation 4:   Communications Leadership

4a. Communicates effectively and implements various forms of communication so the focus of the school can be on improved student achievement

Unsatisfactory	Developing	Proficient	Accomplished
Communicates with stakeholders infrequently or inaccurately Unable or unwilling to tailor message to the audience Creates a climate of fear where dissenting opinions are silenced Does not have systems for communication or systems are lacking Provides communication that is not accessible or understandable by all members of the school staff, parents, students and community	Communicates clearly for most audiences Listens to others, considers their input and seeks advice from others Handles dissent from subordinates in a constructive manner Understands the importance of open, effective communication in the operation of the school and the link to increased student achievement	…and Demonstrates active listening skills and utilizes input and feedback from staff, parents, students and community groups to increase student achievement Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community Learns from and encourages dissenting voices to gain new perspectives and improve school-wide practices Provides information in different formats in multiple ways through different media in order to ensure communication with all school staff, parents, students and community	…and Adapts mode and style of communication – written and oral – when necessary to make material meaningful and to engage all staff, parents, students and community groups Ensures that all community stakeholders and educators are aware of the school goals for instruction and achievement, activities used to meet these goals and progress toward meeting these goals Supports others in differentiating and tailoring their communication to the audience and message

4b. Effectively and efficiently manages conflict and solves problems

Unsatisfactory	Developing	Proficient	Accomplished
Does not acknowledge or is unaware of problems/conflict in the school Does not demonstrate skills in working to reach consensus and group facilitation Creates conflict by inability to solve problems	Demonstrates awareness of potential problems and/or areas of conflict within the school Demonstrates some skills in working to reach consensus and group facilitation	…and Utilizes processes to resolve problems and/or areas of conflict in the school Works to consistently reach consensus and demonstrates skills in group facilitation Addresses conflict openly among staff, students or others by facilitating dialogue among all involved Resolves school-based problems or conflicts in a fair, democratic way; creates a win-win situation	…and Provides opportunities for staff members to express opinions contrary to those of authority Discusses with staff and implements solutions to address potentially discordant issues Monitors staff response to discussion about solutions to potentially discordant issues to ensure that all interests are heard and respected

4c. Proactively engages families and communities in supporting their child's learning and the school's learning goals

Unsatisfactory	Developing	Proficient	Accomplished
Does not communicate with families or communication is limited Does not make time to meet with families Disrespects publicly or is dismissive to families or community members	Shares the basic values of the school with families and communities in a respectful way Holds self accountable for working with students, families and community to help all students achieve Sets expectations about process/tone for greeting	…and Makes families and communities feel welcome and respected, responds to concerns and engages in authentic dialogue with parents Supports a school-wide culture in which all staff make themselves accessible and approachable to families and the community	…and Designs opportunities for family involvement – events, conferences, volunteering, school visits, individual meetings, or communications in ways that make them accessible, meaningful and a positive experience for families Creates structures with multiple pathways for family

	visitors to the school and trains staff in these expectations	Supports expectations and systems for consistent communication from teachers to families about student progress and specific ways they can support their children's learning	and community voice and participation in the school
Does not actively participate in school and/or community events/meetings; lacks visibility in the school community	Develops systems to increase communication with families and the community	Supports structures and/or programs that connect the school and community	
	Responds promptly to parent concerns	Participates in community events or meetings to be visible and to become knowledgeable about issues facing the community	
	Visible in the community		

Examples of evidence:
- Daily/weekly staff communications
- Staff surveys
- School website
- Conflict resolution strategies utilized in the building
- Parent/student surveys

Outcome: Achievement
The four performance expectations affect the outcome – student achievement.

Growth Measures – NWEA MAP Growth Reading				
Unsatisfactory	Developing	Proficient	Accomplished	Distinguished

Growth Measures – NWEA MAP Growth Math				
Unsatisfactory	Developing	Proficient	Accomplished	Distinguished

Overall Comments:

This performance evaluation has been discussed with me and I have received a copy of it. Administrators may submit a letter pertaining to this evaluation to their personnel file.

Signed:_____ Date:_____

Cc: Personnel File