Saint Paul Public Schools Principal Evaluation Form

Name:_____   School:_____

Evaluator:_____   Date:_____

Performance Expectation 1: Strategic Leadership

1a.   Facilitates shared leadership and strategic empowerment among stakeholders

Unsatisfactory	Developing	Proficient	Accomplished
Fails to provide leadership opportunities for stakeholders Makes decisions in isolation and does not have buy-in from school stakeholders in decisions Does not support district initiatives and/or strategic plan and through actions creates tension and unrest among stakeholders Lacks understanding of the district's strategic plan and as a result, creates confusion for school stakeholders	Understands the importance of providing opportunities for staff to assume leadership and decision-making roles within the school Seeks input from a variety of stakeholder groups including teachers and parents/guardians Understands and supports the district strategic plan, mission and vision	…and Cultivates leaders from within: creates opportunities for staff to lead by allowing them to assume leadership and decision-making roles Makes decisions that support and reflect the district strategic plan, mission and vision and include input from a variety of stakeholders Builds capacity of a leadership team and teacher leaders to participate in the school diagnosis and strategic planning	…and Expects staff members to accept leadership responsibilities Reflects on leadership practice through individual learning plan, coaching, mentorship, critical friends, or participation in other leadership development opportunities

1b.   Generates commitment to a shared vision for the school and facilitates strategic planning

Unsatisfactory	Developing	Proficient	Accomplished
Does not identify priorities for school improvement Develops school improvement plan without analysis of student achievement and other data Does not complete school improvement plan or plan is not aligned to school priorities for improvement Does not align school improvement plan to the district strategic plan, mission and vision Does not track progress against the plan to adjust strategies when needed Mission and vision of the school are unclear, undefined or outdated	Develops school improvement plan and sets school goals based on superficial consideration of student achievement data Demonstrates willingness to adjust strategies and practices in order to reach improvement goals School improvement plan is aligned to the district strategic plan, mission and vision Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity	…and Develops school improvement plan and sets school goals based on a comprehensive analysis of the school's strengths/weaknesses based on multiple data sources (not just test scores) Leads a process for refinement and support of mission and vision for the school Maintains a focus on the school vision and strategic goals – and prompts all staff to maintain the same focus – throughout the school year Sets milestones and benchmarks for implementation and student progress toward school improvement plan goals Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity	…and Ensures that the school vision and school improvement plan drive decisions and that the culture of the school reflects school and district priorities Initiates changes to vision and goals based on data to improve performance, school culture and school success Captures stakeholders' attention and imagination with the school vision; inspires staff and community to believe success is attainable Anticipates possible problems and proactively implements solutions that don't distract from priorities

1c. Displays leadership ability and business acumen			
Unsatisfactory	Developing	Proficient	Accomplished
Does not understand the process of change and as a result, change is unsuccessful Does not meet district deadlines and/or needs numerous reminders Does not keep supervisor informed of issues that may impact the school/district Does not follow district-wide operational norms Criticizes the district, organizational decisions and/or programs Unable to maintain calm in times of crisis Arrives late for meetings and/or is not prepared for meetings with necessary materials and resources and does not actively participate in meetings Is not visible in the school and at school events and/or does not know staff, students, family and community members	Understands the process of change and looks to implement change in the building Keeps supervisor consistently informed of issues that may impact the school/district Follows district-wide operational norms to ensure operational effectiveness Supports district, organizational decisions and/or programs Able to maintain a level of calm in times of crisis Arrives to meetings on-time and is usually prepared and actively participates Visible in the school and at school events; knows staff, students, family and community members	…and Understands the needs and concerns of all stakeholders at all stages of organizational change, and facilitates change processes accordingly Initiates change even when dissent is present Makes major changes by implementing processes and systems to increase student achievement Delivers appropriate and timely communications about the progress of change processes to all stakeholders Meets district deadlines consistently Demonstrates steadfast and calm leadership in times of crisis Arrives to meetings on-time and prepared; actively participates in meetings	…and Driving force behind major initiatives that help to increase student achievement Systematically challenges the status quo by leading change with potentially beneficial outcomes

Examples of Evidence:
- School improvement plan including mission/vision/goals and articulation of this message
- Implementation of district initiatives
- Implementation of power standards
- PLC using data team process
- Vision Cards
- Formative assessment data
- Staff surveys
- Classroom observations

Performance Expectation 2: Instructional and Learning Leadership

2a. Creates conditions that support adult learning in the school community

Unsatisfactory	Developing	Proficient	Accomplished
Does not encourage or actively participate in school professional learning communities Does not track or monitor the effectiveness of professional learning communities Does not provide professional development opportunities for staff Does not align professional development opportunities to increased student achievement Provides professional development opportunities that routinely pull teachers out of the classroom Does not participate in own professional development	Understands the importance of developing effective professional learning communities and results-oriented professional development Understands the importance of job-embedded, ongoing professional learning Understands the principles of adult learning Organizes targeted opportunities for teachers to learn how to teach their subjects well	…and Models reflective practice, routinely participates in professional development and expects all staff to reflect and continue learning and improving their practice Builds structures (time, space, financial support, protocols, etc.) for effective professional learning communities using the data team process that are aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning Creates a culture of ongoing learning for all: self, staff, parents and community Encourages all staff to set individual learning goals and monitor their own progress	…and Establishes structures and groups for professional learning and leadership at multiple levels and with multiple configurations/groupings of staff working and learning together Coaches staff and facilitates their reflection on their own strengths and weaknesses and their learning/improvement goals Builds a culture among staff, community and students where reflection, asking questions and taking risks are norms, and where continuous learning is of highest value

2b. Builds and maintains a focus on ambitious student achievement goals for all students

Unsatisfactory	Developing	Proficient	Accomplished
Mentions goals to staff or to members of the leadership team only on occasion Sets and is satisfied with modest targets Does not connect goals to a plan to achieve them Does not demonstrate urgency to improve student achievement goals Does not expose students to college or career opportunities Unable or unaware of changes necessary for the improvement of student learning	Keeps the goals present in the mind of the leadership team and refers to goals on a regular basis in all meetings and planning sessions Sets grade level goals with some input from members of the leadership team Develops systems to set and achieve ambitious student achievement goals for all students Demonstrates urgency to reach student achievement goals Provides limited exposure to college and career opportunities	…and Uses the goals to make all decisions and measure success Creates and monitors disaggregated goals for student groups who have traditionally not been successful in school Links goals to specific benchmarks and milestones to achieve vision Ensures that the alignment of learning, teaching, curriculum, instruction and assessment is focused to maximize student learning Creates structures for college and career experiences for all students Creates structures and processes that allow students to generate activities and ideas that link school to their aspirations and focus on achievement	…and Builds capacity of the leadership team to lead conversations with grade level and content area teams Assigns members of the leadership team and master teachers to focus on specific goal areas Builds staff ownership for the goal areas in which they teach or supervise Asks students about their aspirations and their progress in almost every interaction with them

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' learning gaps; may not support teachers in learning to analyze data to improve instruction

Unable to lead staff through continuous data review or lacks consistency in implementation

Does not implement pro-active interventions relative to student data (behavioral and academic) | Supports staff in using data to identify/prioritize needs

Establishes protocols and routines to ensure staff use data in making decisions

Discusses and analyzes disaggregated data with members of the leadership team | …and
Creates collaborative planning structures that facilitate the use of multiple data streams to refine and adapt instruction

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 | …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

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

Develops 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 Evidence:
- School improvement plan
- Data including PLC (Data team process) and SWIS data
- Student achievement data (MAP, MCA, …)
- Documented use of formative and summative assessments to impact instruction
- Evidence of classroom walk-throughs
- Evidence of PBS implementation

Performance Expectation 3:   Managerial Leadership

3a. Establishes processes and systems in order to ensure a high-quality, high-performing staff

Unsatisfactory	Developing	Proficient	Accomplished
Does not utilize effective processes or systems to hire quality staff Does not regularly informally or formally evaluate staff Does not provide mentor or training opportunities for staff Does not develop high performing staff and does not appropriately manage staff who are not meeting standards Does not recognize high and low performers Does not properly align staff to their duties and staff are working outside of the scope of their responsibility	Understands the school's need to recruit, hire, appropriately place, mentor and evaluate staff Assesses and identifies staff at various levels of the performance continuum Uses appropriate resources and tools to manage staff who are not meeting standards Aligns staff based on their duties and has staff working within their scope of responsibility	…and Creates and implements processes for: • Recruiting and hiring new staff • Training and mentoring new staff • Recognition of staff • Performance management of all staff Creates processes to provide informal and formal feedback to staff in the building regarding their performance Able to have difficult conversations with staff regarding performance and conduct Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support Able to develop assistant principals and other administrative staff into leaders	…and 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 Ensures that leadership and professional growth opportunities are available for staff who have high potential Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development activities

3b. Manages time effectively to support all instructional and staff development priorities

Unsatisfactory	Developing	Proficient	Accomplished
Does not have a developed calendar of events for staff and students Does not create teacher team meetings or common meetings times or does not honor times that are set aside for specific meetings Manages time poorly and prioritizes ineffectively Does not delegate tasks that can be done by others or delegates inappropriate responsibilities Unable or unaware of how to set up systems to effectively manage schedules, busing and supervision coverage Does not have structural factors (schedules, meeting agenda, etc.) that support the involvement of stakeholders	Establishes a basic calendar of assessments and professional development activities Understands and is knowledgeable of designs for appropriate school schedules which address the learning needs of all students Ensures that teachers have appropriate common meeting times Introduces meeting protocols Sets up system to oversees to effectively manage scheduling, busing and supervision coverage	…and Establishes a comprehensive calendar of school activities, meetings and assessments that is aligned to school and district goals Plans for the year, month, week and day and identifies the highest-leverage activities that address the learning needs of all students Delegates appropriate tasks to staff and regularly checks on progress Aligns time to school and district priorities Implements processes to protect instructional time from interruptions Ensures that structural factors (schedules, meeting agendas, etc.) support the involvement of stakeholders	…and

3c. Allocates resources effectively to support learning goals			
Unsatisfactory	Developing	Proficient	Accomplished
Unable to allocate resources effectively in support of school-wide initiative or goals Unable to complete the budget process in a timely manner Mismanages resources and exceeds budget regularly Unable to find resources within the district and externally to fill budget gaps Conditions are present that pose a threat to safety of students and staff	Develops skills in planning and managing a fiscally responsible budget that supports student achievement Navigates available human, fiscal, physical and technological resources internal to the school or district Ensures that the school environment is safe and that teachers have necessary materials, supplies and equipment Continually assesses and reassesses resources	…and Plans and manages a fiscally responsible budget that supports student achievement Allocates and maximizes resources in Implements systems so that time-wasting activities and crises are almost always prevented or deflected Delegates complex projects or responsibilities to others and has systems in place to track progress Monitors the effect of the master schedule on collaborative planning and student achievement Alignment with mission and student learning goals and assesses external resources to fill gaps Uses feedback and data to assess the success of funding and program decisions Develops infrastructure for a safe, engaging, and positive learning environment; assures that the school environment is physically and emotionally safe Designs transparent systems to equitably manage human and financial resources	…and Ensures the strategic allocation and equitable use of financial and human capital resources to meet instructional goals and support teacher needs Identifies creative solutions to maximize and share space

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
- Classroom observations
- Building staff development plans
- Involvement in planning and implementation of staff development
- Staff turnover and retention data
- Mentoring and training programs within the building for new hires

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 Designs a system of open, clear and effective communication that provides for the timely, responsible sharing of information to, from and with school staff, parents, students and 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 groups	…and Builds capacity of the leadership team to lead conversations and to use active listening 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 Creates 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 Provides opportunities for staff members to express opinions contrary to those of authority	…and Monitors staff response to discussion about solutions to potentially discordant issues to ensure that all interests are heard and respected Anticipates and works to resolve issues before they become conflicts

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 Does not actively participate in school and/or community events/meetings; lacks visibility in the school community	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 visitors to the school and trains staff in these expectations Develops systems to increase communication with families and the community Responds promptly to parent concerns	…and Makes families and communities feel welcome and respected, responds to concerns and engages in authentic dialogue with parents Creates a school-wide culture in which all staff make themselves accessible and approachable to families and the community Creates expectations and systems for consistent communication from teachers to families about student progress and specific ways they can support their children's learning Builds structures and/or programs that connect the school and community; makes creative links between increased family presence in the school building and school-wide academic goals Participates in community events or meetings to be visible and to become knowledgeable about issues facing the community	…and Designs all opportunities for family involvement – events, conferences, volunteering, school visits, individual meetings, or communications – in ways that make them accessible, meaningful, and positive experiences for families Creates structures with multiple pathways for family and community voice and participation in the school

Examples of evidence:
- Daily/weekly staff communications
- Staff surveys
- School website
- Plan for shaping the school's image throughout the community
- Copies of communication to families and community
- Newspaper articles or other media reports highlighting achievement
- Evidence of volunteer activity in the school
- Examples of student recognition
- Communication with local community/service organizations about vision for learning
- Evidence of visible support from community
- Evidence of business partnerships and projects involving business partners
- Examples of conflict resolution strategies utilized in the school building
- Evidence of information presented to new families
- Collaboration efforts with higher education
- Classroom observations

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

Unsatisfactory	Developing	Proficient	Accomplished

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