

PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE EVALUATION REPORT--*School District of University City*

Name _____

Year _____

Years in System _____

Assignment _____

Years in Present Assignment _____

I. INSTRUCTIONAL LEADERSHIP

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Provides direction for the school	<input type="checkbox"/> Demonstrates exceptional ability in establishing and implementing goals and direction for the school	<input type="checkbox"/> Consistently provides effective direction through needs assessment, goal identification and implementation strategies	<input type="checkbox"/> Inconsistently provides effective direction for the school	<input type="checkbox"/> Does not provide effective direction for the school
B. Provides for implementation of the curriculum	<input type="checkbox"/> Develops exceptional strategies in assessing curricular needs and is extremely proficient in working with staff to implement curricular initiatives	<input type="checkbox"/> Consistently provides leadership for appropriate curriculum and supports curricular initiatives	<input type="checkbox"/> Inconsistently provides leadership with regard to curricular initiatives	<input type="checkbox"/> Does not provide leadership for implementation of the curriculum
C. Effectively implements evaluation strategies oriented toward improvement of instruction	<input type="checkbox"/> Develops and utilizes exceptional evaluation strategies oriented toward improvement of instruction	<input type="checkbox"/> Consistently implements evaluation strategies oriented toward improvement of instruction	<input type="checkbox"/> Inconsistently implements evaluation strategies oriented toward improvement of instruction	<input type="checkbox"/> Does not implement evaluation strategies oriented toward improvement of instruction
D. Maintains and communicates high standards of expected performance	<input type="checkbox"/> Demonstrates superior ability to provide clear standards of expected performance	<input type="checkbox"/> Consistently communicates standards of expected performance	<input type="checkbox"/> Inconsistently communicates standards of expected performance	<input type="checkbox"/> Does not communicate standards of expected performance
E. Provides leadership for positive educational change	<input type="checkbox"/> Displays superior leadership qualities for positive educational change	<input type="checkbox"/> Consistently provides leadership for positive educational change	<input type="checkbox"/> Inconsistently provides leadership for positive educational change	<input type="checkbox"/> Does not provide leadership for positive educational change
F. Demonstrates effective skills in the recruitment, selection and assignment of personnel	<input type="checkbox"/> Is extremely proficient in utilizing a variety of skills in recruitment, selection and assignment of personnel	<input type="checkbox"/> Consistently recruits, selects and assigns personnel effectively	<input type="checkbox"/> Inconsistently recruits, selects and assigns personnel effectively	<input type="checkbox"/> Does not effectively recruit, select or assign personnel
G. Promotes high quality professional development	<input type="checkbox"/> Provides leadership for and utilizes a variety of effective approaches for high quality professional development	<input type="checkbox"/> Consistently promotes high quality professional development	<input type="checkbox"/> Inconsistently promotes high quality professional development	<input type="checkbox"/> Does not promote high quality professional development

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Instructional Leadership Comments:

II. SCHOOL MANAGEMENT

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Provides for effective day-by-day operation of the school	<input type="checkbox"/> Provides excellent planning and implementation strategies for effective/efficient day-by-day operation of the school	<input type="checkbox"/> Consistently provides for effective/efficient day-by-day operation of the school	<input type="checkbox"/> Inconsistently provides for effective/efficient day-by-day operation of the school	<input type="checkbox"/> Does not provide for effective/efficient operation of the school
B. Ensures that school plant and facilities are conducive to a positive learning environment	<input type="checkbox"/> Continually assesses and adjusts school plant and facilities to ensure a positive learning environment	<input type="checkbox"/> Consistently ensures that school plant and facilities are conducive to a positive learning environment	<input type="checkbox"/> Inconsistently ensures that school plant and facilities are conducive to a positive learning environment	<input type="checkbox"/> Does not ensure that school plant and facilities are conducive to a positive learning environment
C. Ensures efficient management of building level fiscal resources	<input type="checkbox"/> Demonstrates superior knowledge and effective management concerning fiscal decision-making	<input type="checkbox"/> Consistently implements sound fiscal management and participative fiscal decision-making strategies	<input type="checkbox"/> Inconsistently implements sound fiscal management and participative fiscal decision-making strategies	<input type="checkbox"/> Does not implement sound fiscal management and participative fiscal decision-making strategies
D. Promotes and maintains a positive school climate	<input type="checkbox"/> Demonstrates knowledge of and utilizes a variety of methods to maintain a positive school climate	<input type="checkbox"/> Consistently promotes and maintains a positive school climate	<input type="checkbox"/> Inconsistently promotes and maintains a positive school climate	<input type="checkbox"/> Does not promote and maintain a positive school climate
E. Establishes and maintains effective discipline in the school	<input type="checkbox"/> Displays exceptional skills in planning and implementing strategies for school discipline	<input type="checkbox"/> Establishes and maintains effective discipline in the school	<input type="checkbox"/> Inconsistently establishes and maintains effective discipline in the school	<input type="checkbox"/> Does not establish and maintain effective discipline in the school
F. Demonstrates effective communication skills	<input type="checkbox"/> Is extremely skillful in using a variety of communication methods and techniques	<input type="checkbox"/> Consistently communicates effectively	<input type="checkbox"/> Inconsistently communicates effectively	<input type="checkbox"/> Does not communicate effectively

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G. Demonstrates effective problem-solving and decision making skills	<input type="checkbox"/> Displays evidence of superior problem solving and decision making skills	<input type="checkbox"/> Consistently demonstrates problem solving and decision making skills	<input type="checkbox"/> Inconsistently demonstrates problem solving and decision making skills	<input type="checkbox"/> Does not demonstrate effective problem solving and decision making skills
H. Demonstrates effective organizational skills	<input type="checkbox"/> Demonstrates superior ability in use of organizational skills	<input type="checkbox"/> Consistently demonstrates effective organizational skills	<input type="checkbox"/> Inconsistently demonstrates effective organizational skills	<input type="checkbox"/> Does not demonstrate effective organizational skills

School Management Comments:

III. INTERPERSONAL RELATIONSHIPS

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Demonstrates positive interpersonal relationships with students	<input type="checkbox"/> Willingly provides extra efforts to meet the needs of students	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationship with students	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationship with students	<input type="checkbox"/> Does not demonstrate positive interpersonal relationship with students
B. Demonstrates positive interpersonal relationships with staff	<input type="checkbox"/> Provides leadership to promote good working relationships with staff	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationships with staff	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationships with staff	<input type="checkbox"/> Does not demonstrate positive interpersonal relationships with staff
C. Demonstrates positive interpersonal relationships with other administrators	<input type="checkbox"/> Initiates and fosters positive interpersonal working relationships with other administrators	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationships with other administrators	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationships with other administrators	<input type="checkbox"/> Does not demonstrate positive interpersonal relationships with other administrators
D. Demonstrates positive interpersonal relationships with parents and community.	<input type="checkbox"/> Demonstrates active leadership to promote a beneficial working relationship with parents/community	<input type="checkbox"/> Consistently demonstrates positive interpersonal relationships with parents/community	<input type="checkbox"/> Inconsistently demonstrates positive interpersonal relationships with parents/community	<input type="checkbox"/> Does not demonstrate positive interpersonal relationships with parents/community

Interpersonal Relationships Comments:

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IV. PROFESSIONAL RESPONSIBILITIES

CRITERIA: The Administrator...	<u>EXCEEDS</u> PERFORMANCE EXPECATIONS	<u>MEETS</u> PERFORMANCE EXPECTATIONS	<u>BELOW</u> PERFORMANCE EXPECTATIONS	<u>DOES NOT MEET</u> PERFORMANCE EXPECTATIONS
A. Supports and implements the policies and procedures of the district	<input type="checkbox"/> Demonstrates superior skills and leadership in the development and improvement of school and district regulations and policies	<input type="checkbox"/> Consistently implements the policies and procedures of the district	<input type="checkbox"/> Inconsistently implements the policies and procedures of the district	<input type="checkbox"/> Does not implement the policies and procedures of the district
B. Participates in professional growth activities	<input type="checkbox"/> Initiates professional growth activities; encourages staff to participate in professional growth activities	<input type="checkbox"/> Frequently participates in professional growth activities	<input type="checkbox"/> Occasionally participates in professional growth activities	<input type="checkbox"/> Does not participate in professional growth activities
C. Demonstrates a sense of professional responsibility	<input type="checkbox"/> Is self-motivated; assumes extra responsibilities voluntarily	<input type="checkbox"/> Consistently fulfills directed school responsibilities	<input type="checkbox"/> Inconsistently fulfills directed school responsibilities	<input type="checkbox"/> Does not fulfill directed school responsibilities

Professional Responsibilities Comments:

ADMINISTRATOR'S COMMENTS:

EVALUATOR'S SUMMARY COMMENTS:

 Administrator's Signature and Date

 Evaluator's Signature and Date