

PRINCIPAL'S PERFORMANCE ASSESSMENT
Escanaba Area Public Schools

Principal:		Building:	School Year:
Dates for Pre-Post Conferences:			

Focus Areas	Score (1-10)	Average	Weighted Score
Student Achievement/Growth (25%) (See page 2 for narrative)			
Educational Leadership (25%)			
• Communication			
• Use of Data & Results			
• Outreach			
• Modeling/Demonstrating Leadership			
Building Management (25%)			
• Scheduling			
• Safety & Security			
• Allocating Resources & Budgeting			
• Staff Supervision			
Professionalism (25%)			
• Proactive Strategies & Building Capacity			
• Confidentiality & Bureaucracy			
• Demonstration of Character			
Total Weighted Score:			

Comments:

Overall Level (indicate one):

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
1-6	7	8—9	10

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

STUDENT ACHIEVEMENT/GROWTH

GOALS & OBJECTIVE (S)	What are the principal's objectives as related to the school improvement goals?	
STRATEGIES	What specific strategies will the principal use to achieve these objectives?	
MEASUREMENT	How will the principal measure the successful attainment of these objectives?	
EVIDENCE & TARGET GOALS	What evidence will the principal produce to illustrate the extent to which these target goals were met?	
SUPPORT	What support might be needed from the superintendent?	
DISCUSSION/ SUMMARY (from post-conference)	To what extent were target goals met in order to further student achievement?	

Criteria:

Ineffective 1-6	Minimally effective 7	Effective 8, 9	Highly effective 10
None of the goals/objectives were met. Limited to no progress on goals/objectives.	Progress toward the attainment of target goals has been demonstrated in one or more areas.	Attainment of target goals has been demonstrated in one or more areas.	Attainment of target goals in one or more areas has been demonstrated; and in some--surpassed.

EDUCATIONAL LEADERSHIP

	Ineffective (1-6)	Minimally Effective (7)	Effective (8,9)	Highly Effective (10)
--	--------------------------	--------------------------------	------------------------	------------------------------

COMMUNICATION (STAFF, FAMILIES, STUDENTS)	No evidence of regular, positive, effective communication with staff, families, and students. (verbal, written, other).	Some evidence of regular, positive, and effective communication with staff, families, and students (verbal, written, other).	Regular, positive, and effective communication with staff, families, and students (verbal, written, other) is evident and is part of the school routine. Expectations about curriculum, practices/procedures, and personnel/people have been clearly communicated for enlisting the understanding of all stakeholders.	Regular, positive, and effective communication with staff, families, and students (verbal, written, other) is evident. Relationships have been established to the extent that they are part of the culture. Expectations about curriculum, practices/procedures, and personnel/people have been embedded and now are shared among all stakeholders.
USE OF DATA & RESULTS	No evidence of data collection, analysis, and conclusions drawn from data appear to inform the decision-making within the school.	Some data is collected, but is used minimally to inform decision-making within the school. Data has been pulled together by mostly the principal, with some staff involvement. The tie between data and goals is loose.	A variety of data is used to inform decision-making within the school. Data is used with school improvement leaders to set and monitor school improvement goals. A tight alignment between the data/goals is evident.	A variety of data is used to inform decision-making within the school. The principal empowers staff to use data to inform instruction, make programmatic decisions, and draw conclusions regarding instruction. The use of data goes beyond school improvement.
OUTREACH	Little to no opportunities for parents, families, and others take place in the school. Parents and other visitors are present mostly do to scheduled appointments (IEPs, meetings, etc...).	Parents, families, community organizations, and others are periodically welcomed into the school. Interactions are primarily typical (open house, parent-teacher conferences, holiday parties).	Parents, families, community organizations, and others are welcomed into the school. One or more extra opportunities for the school have come about as a result of this outreach.	Parents, families, community organizations, and others regularly and routinely visit and interact with the school. An abundance of extra programs, grants, and opportunities have come about for the school due to these connections.
MODELING AND DEMONSTRATING LEADERSHIP	Expectations for the school may be set, but minimal to no communication of them has occurred. Plans and schedules are sketchy and appear to be made "on the fly" with no "end in mind."	Sets the expectations of the school, and plans, communicates, and schedules. The plans, forms of communication and schedules are present, but may not fully developed.	Sets the expectations of the school, and is effective by planning, communicating, scheduling, and following up when needed. Demonstrates adaptability and flexibility in responding to unanticipated events/issues. Anticipates where more support may be needed.	Sets the expectations of the school, and is effective by planning, communicating, scheduling, and following up when needed. Anticipates where more support may be needed, and also raises the bar for continuous growth. Takes initiative to eliminate ineffective practices. Responds to unanticipated issues/events at the highest level to show, flexibility, adaptability, and creatively.
OVERALL EDUCATIONAL LEADERSHIP	Ineffective (1-6)	Minimally Effective (7)	Effective (8,9)	Highly Effective (10)

COMMENTS REGARDING EDUCATIONAL LEADERSHIP:

BUILDING MANAGEMENT

	Ineffective (1-6)	Minimally Effective (7)	Effective (8,9)	Highly Effective (10)
SCHEDULING	Schedules may be implemented, but in some cases may not be well planned, resulting in a loss of student learning time. Confusion and disorderly conduct may be observed to some or a great extent during transition times (entry/dismissal, lunch, etc.).	Schedules are implemented, but learning time may not be completely maximized. Transition times (entry/dismissal, lunch, etc.) may be smooth in some areas, but not in others.	Schedules are effectively developed and implemented, resulting in the maximization of learning time. Transition times (entry/dismissal, lunch, etc.) are smooth.	Develops schedules for the year, month, week to maximize learning time, and to accomplish the school's goals. Schedules are realistic, effectively implemented, as well as tweaked when needed. Transition times (entry/dismissal, lunch, etc.) are smooth. Schedules effectively allow for the integration of external entities to "push in" to bring extra opportunities to students.
SAFETY & SECURITY	A prevention plan is minimally developed for the school. Information about the plan has not been widely communicated, with minimal practice. Documentation to illustrate safety/security plans and procedures is minimal or non-existent.	A prevention plan is in place and has been communicated, but the information may not be widely shared, understood, or practiced. Documentation to illustrate safety/security plans and procedures is minimal.	A prevention plan is in place and communicated, understood, and practiced. Documentation to illustrate safety/security plans and procedures are present both prior to and after incidents.	A prevention plan is designed so that a crisis is almost always prevented or deflected. Potential threats are anticipated and appropriate intervening activities are employed. Documentation to illustrate safety/security plans and procedures are present both prior to and after incidents.
ALLOCATING RESOURCES & BUDGETING	Inconsistently manages the school budget and finances, as evidenced by multiple errors. Little to no effort is demonstrated in finding and acquiring additional resources for the school (human, material, etc.)	Manages the school budget and finances with few errors, but the budget is weakly tied to accomplishing school goals. Occasionally finds and acquires additional resources for the school (human, material, etc.)	Manages the school budget and finances effectively to accomplish school goals, while also securing and managing some additional funding (Parent Groups, Booster Clubs, Pop Fund). Works with staff to find and acquire additional resources for the school (human, material, etc.)	Skillfully manages school budget and finances to accomplish school goals, while also initiating and securing a variety of outside funding (i.e. grants) to supplement the basic school program. Regularly utilizes a building team to plan and execute strategies to acquire additional resources for the school (human, material, etc.).
STAFF SUPERVISION	Expectations for staff performance have been minimally shared. Conducts only the walkthroughs and observations that are required by the contract. Avoids confronting staff members who are deemed less than proficient. Rarely identifies and compliments staff members who demonstrate great performance.	Communicates expectations for staff performance, but relies on one form, and a common understanding of expectations are not widely shared by staff. Conducts walkthroughs in classrooms minimally and rarely provides feedback. Rarely addresses staff members who are deemed less than proficient. Occasionally identifies and compliments staff members who demonstrate great performance.	Communicate expectations for staff performance in at least two forms. Conduct weekly walkthroughs (formal/informal) in classrooms and provide helpful feedback to all staff. Provide redirection and support to staff members who are deemed less than proficient. Routinely identifies and compliments staff members who demonstrate great performance.	Provides expectations for staff performance through multiple means. Conducts walkthroughs (formal/informal) in 3 or more classrooms per day. Provides helpful and timely feedback to all staff. Engage in "difficult" conversations with staff who are deemed "below proficient" to develop an improvement plan and/or to provide corrective discipline. Identifies, nurtures, and empowers talented staff for leadership roles.
OVERALL BUILDING MANAGEMENT:	Ineffective (1-6)	Minimally Effective (7)	Effective (8,9)	Highly Effective (10)

COMMENTS REGARDING BUILDING MANAGEMENT:

PROFESSIONALISM

	Ineffective (1-6)	Minimally Effective (7)	Effective (8,9)	Highly Effective (10)
--	--------------------------	--------------------------------	------------------------	------------------------------

PROACTIVE STRATEGIES--BUILDING CAPACITY OF STAFF, PROGRAMS, FACILITY	Rarely convenes staff meetings, and uses them to mostly provide awareness about student achievement, programs, building procedures, and facility needs. Staff involvement in building-wide awareness and decision-making is limited or not evident. Professional development or training is only provided upon request and may be not related to the school's goals.	Holds regular staff meetings to increase awareness and understanding about student achievement, programs, building procedures, and facility needs; however the dialogue among staff related to these issues are discouraged or limited. Staff meetings, memos, and other forms of communication are seen as not always productive. Professional development and other training is inconsistently provided, and is only weakly tied to the school's goals.	Holds regular staff meetings to increase awareness and understanding. Two-way dialogue and problem solving occurs to address student achievement, programs, building procedures, and facility needs. Staff meetings, memos, and other forms of communication are viewed as productive, leading toward results. Professional development and other training is provided and tightly aligned to the school's goals.	Develops and utilizes building teams for increasing awareness, understanding. Teams utilize collaborative problem solving to address student achievement, programs, building procedures, and facility needs. Staff meetings, memos, and other forms of communication are viewed as productive, leading toward results, as well as foundational for future action. Professional development and other training is provided and tightly aligned to staff needs and the school's goals.
CONFIDENTIALITY & BUREAUCRACY	Manages bureaucratic, contractual, and legal issues, but with frequent errors, and in some or many cases these result in negative effects on teaching and learning. Confidentiality is poor, with multiple errors in judgment.	Manages most bureaucratic, contractual, and legal issues effectively but in some cases, some negative effect on teaching and learning may be evident. Confidentiality is practiced most of the time, but some errors in judgment may be evident.	Manages bureaucratic, contractual, and legal issues effectively with little to no negative effect on teaching and learning. Confidentiality is practiced where appropriate.	Skillfully handles bureaucratic, contractual, and legal issues in an appropriate, confidential manner, so they do not affect teaching and learning, nor exacerbate issues further.
DEMONSTRATION OF CHARACTER (RELIABILITY, TRUST, ETHICAL STANDARDS)	Inconsistently displays a high standard of ethical behavior at school and/or in the community. These instances may have resulted in disruption to the operation of the school/district. Forgets to follow through with issues in a timely manner and/or not at all.	Usually displays a high standard of ethical behavior at school and/or in the community, but some instances have occurred that call to question this high standard. Writes down some issues, but gets swamped by events, and sometimes does not follow up in a timely manner.	Displays a high standard of ethical behavior, both in school and in the community as evidenced by direct observation. Addresses most issues in a timely manner by prioritizing, communicating, and following up.	Displays a high standard of ethical behavior, both in school and in the community; as evidenced by stakeholders' input and direct observation. Regularly addresses issues by prioritizing, communicating, and following up.
OVERALL PROFESSIONALISM:	Ineffective (1-6)	Minimally Effective (7)	Effective (8,9)	Highly Effective (10)

COMMENTS REGARDING PROFESSIONALISM: