

Principal Summative Evaluation Form 1

Name: _____

School Building: _____

Evaluator: _____ Date: _____

Domain 1 – School Climate				
An educational leader promotes the success of all students by advocating, nurturing, and sustain a school culture and instructional program conducive to student learning and staff professional development. An education al leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.				
a. School Culture – Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
b. Communication – Principal is proactive I communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
c. Advocacy – Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Comments:				

Domain 2 – Collaborative Leadership				
An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.				
a. Shared Leadership – Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
b. Priority Management – Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
c. Transparency – Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
d. Leadership Renewal – Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
e. Accountability – Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Comments:				

Domain 3 – Instructional Leadership				
An educational leader promotes the success of all student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.				
a. Innovation – Principal seeks and implements innovative and effective solutions that comply with general and special education law.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
b. Instructional Vision – Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
c. High Expectations – Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
d. Continuous Improvement of Instruction – Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
e. Evaluation – Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
f. Recruitment and Retention – Principal recruits and maintains a high quality staff.	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Comments:				

IDAPA 121.02 Professional Practice				
All principals must receive an evaluation in which sixty-seven (67%) of the evaluation results is based on Professional Practice. All measures include within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a through 121.01.c. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all principal evaluations: Parent/guardian input, teacher input, student input, and/or portfolios.				
a. Parent/guardian Input	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
b. Teacher Input	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
c. Student Input	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
d. Portfolios	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Comments:				

IDAPA 121.03 Student Achievement				
All principals must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results is based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. Growth in student achievement as measured by Idaho’s statewide assessment for Federal accountability purposes must be included. This portion of the evaluation maybe calculated using current and/or past year’s data and may use one (1) or multiple years of data.				
a. Idaho Statewide Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
b. Principal Annual Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
Comments:				

Overall Educator Rating:				
Combines Measurable Student Achievement and Danielson Components.				
a. Combines Measurable Student Achievement and Danielson Components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
Comments:				

RATING MATRIX

Professional Practice – 67%					
		Unsatisfactory = U (1.00)	Basic = B (1.67)	Proficient = P (2.34)	Distinguished = D (3.01)
Student Achievement – 33%	Unsatisfactory = U (1.00)	Unsatisfactory = 1.00	Unsatisfactory = 1.67	Basic = 2.34	Proficient = 3.01
	Basic = B (1.67)	Unsatisfactory = 1.33	Basic = 2.00	Proficient = 2.67	Proficient = 3.34
	Proficient = P (2.34)	Unsatisfactory = 1.66	Basic = 2.33	Proficient = 3.00	Distinguished = 3.67
	Distinguished = D (3.01)	Unsatisfactory = 1.99	Proficient = 2.66	Proficient = 3.33	Distinguished = 4.00

Overall Summative Rating
3.50-4.00 = Distinguished
2.50-3.49 = Proficient
2.00-2.49 = Basic
1.00-1.99 = Unsatisfactory

Additional Comments:

Annual Goal Assessment:

Evaluator Comments:

Strategies to address Deficiencies:

Employee Comments (optional):

I understand that I will receive one copy of this report; one copy will be filed in the principal’s office; and one copy will be filed in the District Administrative Office. Signing this report does not imply agreement, but does indicate that the information has been discussed.

Signature: _____ Date: _____
Employee

Signature: _____ Date: _____
Evaluator

ADOPTED: APPROVED BY THE SDE JULY 2013
Revised: November 18, 2014 Revised: February 17, 2015 Revised: May 15, 2018