

**EVALUATION FORM  
(Certificated Non-Supervisory Staff)**

**Employee Name:** \_\_\_\_\_ **Empl ID:** \_\_\_\_\_

**School/Department:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluation Cycle:** \_\_\_\_\_ Professional Growth Cycle \_\_\_\_\_ Performance Cycle

**Purpose of Form:** \_\_\_\_\_ Annual \_\_\_\_\_ Mid Year \_\_\_\_\_ Other

*Note: This form is to be used as specified in Article XI Evaluation*

**1. Evaluator's Comments (Attach additional sheets if necessary):**

**2. Employee's Comments:**

**3. Overall Evaluation Rating:** \_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

## Evaluation Form (Side 2)

**Complete information in the box below only for annual evaluation**

### Assessment of progress in students' academic achievement

*Attach additional sheets if necessary*

Assessment portion of evaluation based on:

Classroom Evidence \_\_\_\_\_ Test Scores \_\_\_\_\_ Other Assessments \_\_\_\_\_

Note: Per Article XI, the manner in which growth in student achievement will be measured for purposes of teacher evaluation will be mutually agreed to by the principal and teacher and will be consistent with the Academic Achievement Plan for the building.

#### 4. Signatures

Employee: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
*(Signature is only an indication of receipt)*

Date: \_\_\_\_\_ Date: \_\_\_\_\_

## EVALUATION CRITERIA FOR CERTIFICATED STAFF WAC 392-191-010

A list of minimum criteria for certificated Classroom teachers:

### Criterion 1:

- INSTRUCTIONAL SKILL

The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

Examples: Plans, implements and evaluates the learning process; develops lesson objectives and creates lessons that present subject matter clearly and precisely; evaluates student progress; analyzes lessons to guide future planning.

### Criterion 2:

- CLASSROOM MANAGEMENT

The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Examples: Provides a classroom environment conducive to learning; establishes automatic and orderly routines; organizes individual, small and large group learning activities; ensures materials can be read or seen by students; deploys volunteers and paraprofessionals to facilitate maximum student growth.

### Criterion 3:

- PROFESSIONAL PREPARATION AND SCHOLARSHIP

The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching, and a commitment to education as a profession.

Examples: Demonstrates a variety of teaching strategies as well as knowledge and skills in meeting the academic, emotional and psychological needs of individual students; demonstrates knowledge of principles of learning; participates in professional activities, classes, individual reading and research, professional organizations and coursework beyond minimum certification requirements.

### Criterion 4:

- EFFORT TOWARD IMPROVEMENT WHEN NEEDED

The certificated classroom teacher demonstrates awareness of his or her limitations and strengths and demonstrates continued professional growth.

Examples: Responds to recommendations made in periodic and annual performance evaluations; establishes goals and initiates activities aimed at professional growth and development; considers opportunities for secondary students to evaluate course content, format and presentation.

**Criterion 5:**

- THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS  
The certificated classroom teacher demonstrates the ability to manage the noninstructional, human dynamics in the educational setting.

Examples: Establishes and communicates parameters for student behavior; assists students toward self-discipline and acceptable standards of behavior.

**Criterion 6:**

- INTEREST IN TEACHING PUPILS  
The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated classroom teacher demonstrates enthusiasm for or enjoyment in working with pupils.

Examples: Demonstrates an understanding and acceptance of different races, ethnic groups, cultures, religious values and lifestyles and avoids stereotyping; is aware of physical and emotional needs of students; demonstrates positive interaction with students; uses knowledge of individual students to design educational experiences.

**Criterion 7:**

- KNOWLEDGE OF SUBJECT MATTER  
The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary levels.

Examples: Demonstrates a depth of knowledge of the subject matter by providing lessons and learning activities that focus on the specified curriculum; demonstrates a knowledge of the scope and sequence of subject matter; demonstrates a relationship between one subject matter field and another.

**Criterion 8:**

- PROFESSIONAL RESPONSIBILITY (Collective Bargaining Agreement)  
The certificated teacher demonstrates professionalism in his or her attitude, work ethic and treatment of others.

Examples: Practices punctuality; accurately completes required records and reports and makes appropriate use of planning time; assumes a fair share of the responsibility for the general operation of the school; participates in school-sponsored functions; shows respect for all staff members; exercises discretion in dealing with confidential matters; provides information for substitutes; exercises discretion and appropriate use of language in working with students.

# **OBSERVATION REPORT FORM**

(Classroom Teachers)

Employee Name: \_\_\_\_\_ Empl ID: \_\_\_\_\_

School/Department/Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: This form is to be used as specified in Article XI, Evaluation.*

## **Evaluation Criteria:**

- Instructional skill
- Classroom management
- Professional preparation and scholarship
- Effort toward improvement when needed
- Handling student discipline and attendant problems
- Interest in teaching pupils
- Knowledge of subject matter
- Professional Responsibility

## **Narrative Summary**

**Summarize, in separately identified sections on an attached sheet (or the reverse side of this form):**

1. "Strengths," with reference to the applicable Evaluation Criteria;
2. "Area(s) for Improvement," with reference to the applicable Evaluation Criteria; and
3. "Summary of pre- and/or post-observation conference(s)"

Employee \_\_\_\_\_  
(Signature is only an indication of receipt)

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# PROFESSIONAL GROWTH CYCLE: PLAN DESIGN FORM

**Employee Name:** \_\_\_\_\_ **Employee ID or SSN:** \_\_\_\_\_

**Principal/Supervisor:** \_\_\_\_\_ **School/Department:** \_\_\_\_\_

**Person(s) assisting in Plan Implementation:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*This form is to be used as specified in Article XI*

Goals and/or Areas of Focus	Strategies for Reaching Goals	Means of Measuring Progress

*Attach additional sheets if necessary*

Initial Review Conference Date: \_\_\_\_\_ Employee Initials \_\_\_\_\_ Supervisor Initials \_\_\_\_\_

Optional Mid-Year Review Conference Date: \_\_\_\_\_ Employee Initials \_\_\_\_\_ Supervisor Initials \_\_\_\_\_

End of Year Review Conference Date: \_\_\_\_\_ Employee Initials \_\_\_\_\_ Supervisor Initials \_\_\_\_\_

(Schedule by end of year)

**Seattle Public Schools**  
Stanford Support Services  
Mail Stop 33-391  
PO Box 34165  
Seattle, Washington 98124-1165

**PROBATIONARY REPORT NO. \_\_\_\_\_**

TO: \_\_\_\_\_  
Principal/School Administrator

FROM: Human Resources Information Services

RE: \_\_\_\_\_  
Employee's Name                      Starting Date                      Work Yr.                      Job Title

Newly hired employees shall complete at least a three- (3) month probationary period after reporting for duty. During the probationary period the employee's supervisor shall complete monthly evaluations of the employee's performance, utilizing the Probationary Report form. The principal/supervisor shall discuss the evaluation(s) in detail with the individual employee. All unsatisfactory ratings must be accompanied by a Performance Improvement Report form; fair rating may be accompanied by a Performance Improvement Report form.

Please note: This report must be returned by \_\_\_\_\_.

WORK QUALITY:

Unsatisfactory \_\_\_\_\_ Fair \_\_\_\_\_ Good \_\_\_\_\_ Strong \_\_\_\_\_ Superior \_\_\_\_\_

Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Principal's or Administrator's Signature

## SUBSTITUTE EVALUATION FORM

SUBSTITUTE \_\_\_\_\_  
 GRADE/SUBJECT \_\_\_\_\_

SCHOOL \_\_\_\_\_  
 DATE(S) \_\_\_\_\_

In each of the categories below, all questions shall be answered yes or no except in cases where substitutes are not in classroom situations, then check N/A for not applicable, such as:

**A. Building Support**

- |   | Yes                      | No                       | N/A                      |
|---|--------------------------|--------------------------|--------------------------|
| 1. Was assigned in his/her endorsement and grade level                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Were lesson plans provided   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Was substitute folder provided   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Were materials, supplies, etc., provided                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Were school policies regarding student behavior posted or otherwise provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was there direct classroom observation                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B. Instructional Skill**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Presented subject matter clearly and concisely           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Improvised lessons in absence of formal lesson plans     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Clear instructions and checked for student understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ability to motivate students                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C. Classroom Management**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Handled student discipline/attendance problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Maintained an environment of learning          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**D. Professional Responsibility**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Followed lesson plans                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Left written summary of lessons taught               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Adhered to starting/departure schedule               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Exercised discretion and appropriate use of language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Satisfactory       Unsatisfactory

Evaluator Comments:

\_\_\_\_\_

\_\_\_\_\_

Substitute Teacher Comments (Optional) \_\_\_\_\_

\_\_\_\_\_

(The substitute teacher's signature indicates only that he/she has received this performance evaluation in conference with the person who prepared the report.)

_____ Signature of Substitute	_____ Date	_____ Signature/Title of Evaluator	_____ Date
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# ***PRINCIPAL EVALUATION PROCESS***

*DELIVERING ON THE DREAM*

*Academic Achievement For  
Every Student in Every School*

**Seattle Public Schools  
2004**

# SECTION I

## *Purpose, Goals, Guiding Principles and the Role of the Evaluator*

## **Principal Evaluation Process**

### **Purpose:**

The purpose of the performance evaluation process is to improve performance.

### **Goal:**

The goal of the Principal Performance Evaluation Process is to acknowledge the work of school leaders, enhance instructional leadership skills, create safe and orderly learning climates, develop professional skills, and to deepen core values of ethics and professionalism so that student achievement improves for every student in every school.

### **Guiding Principles:**

The Principal Performance Evaluation process is led by the following principles and ideals:

- Possesses measurable student outcomes and indicators of “Best Practice”
- Leads to high quality schools and departments
- Exemplifies a Standards-Based Learning System
- Values continuous progress
- Contains clear, consistent processes and timelines
- Meets legal requirements and ensures due process
- Is based, in part, on the principles of accountability and support for school principals as expressed in the principal evaluation standards formerly published by the Association of Washington School Principals
- Is based on the state criteria for evaluating principals as stated in RCW 28A.405.100 (2)

## THE ROLE OF THE EVALUATOR

In the **Principal Performance Evaluation Process**, the Evaluator is expected to do the following:

- Be led by the guiding principles of the Principal Performance Evaluation Process.
- Be fully familiar with the vision, goals, total instructional program, School Transformation Plan, effectiveness profile, and operational procedures of the school or program.
- Ensure that decision-making relative to the total evaluation process is data-based.
- Ensure clarity about the performance expectations for the administrator and school or program for the school year.
- Adhere to all timelines established in the evaluation process.
- Provide reasonable technical assistance, specific support and/or recommendation to principals when performance issues are identified.
- Provide verbal and written feedback for each “formal” school visit conducted as part of the evaluation process.
- Maintain clear, concise documentation of all significant concerns about performance including action taken by the evaluator to apprise the administrator of the concerns and any suggestions for addressing them.
- Provide written commendation for significant school successes, both academic and community.
- Utilize observation reports (see Appendix A) or the written status for summarizing feedback and data, where appropriate.
- Develop a Performance Improvement Plan for, and in collaboration with, principals, when performance issues are identified (see Appendix C). The Plan will identify specific goals, expectations, timelines, and measure progress and accountability.
- Meet at regular intervals with administrators on Performance Improvement Plans and provide formal, written feedback on the administrator’s performance.
- Maintain a file or portfolio or appropriate documentation and school performance evidence relied upon to evaluate administrators on Performance Improvement Plans.
- Apply all aspects of the evaluation process consistently and fairly to all schools and all administrators.

# **SECTION II**

## ***Overview of the Evaluation Process***

## **OVERVIEW OF PRINCIPAL EVALUATION PROCESS**

### **TYPES OF EVALUATIONS:**

- There are two types of evaluations for building principals: (1) a Comprehensive Evaluation Process and (2) a General Evaluation Process.
- New principals receive a Comprehensive Evaluation every year for the first three (3) years.
- Experienced principals new to a building or new to the District will receive a Comprehensive Evaluation for the first year.
- All other experienced principals will receive a Comprehensive Evaluation every three (3) years and a General Evaluation in the intervening years.
- Experienced principals on the General Evaluation may be placed on the Comprehensive Evaluation Process at the discretion of the supervisor/evaluator by no later than October 31 of each school year.

### **COMPREHENSIVE EVALUATION PROCESS (CEP) AND TIMELINE**

#### **AUGUST – OCTOBER 31:**

- Review evaluation process, District Strategic Plan, the School Transformation Plan (STP), and test data.
- Conduct goal-setting conferences – collaborative meeting between principal and supervisor/evaluator to develop the Principal Leadership Accountability Plan for Continuous Student Achievement (PLAP).
- Make school visit (additional visits will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (See Appendix A).
- Annual training for the evaluation process shall be conducted. (See page 22, 2b).

#### **NOVEMBER – JANUARY 31:**

- Make school visit (additional visit will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (see Appendix A).
- Review progress on goals.
- Provide written feedback to principal via written status report on performance (see Appendix B).
- Mid-year evaluation – if the rating on the mid-year evaluation for Part I or any Leadership Responsibilities from Part II is “Unsatisfactory,” the principal will be placed on a Performance Improvement Plan (PIP) designed to address the areas rated “Unsatisfactory.” The PIP will be created and finalized with the principal and his/her representative within fifteen (15) working days after the mid-year evaluation.

#### **FEBRUARY – JUNE 30**

- Finalize next years’ budget, STP, and staffing plans collaboratively – consult with education directors by March 31.
- Conduct school reviews of STP, budget and staffing plans – principals receive written feedback.
- Principals submit portfolio to evaluator at final evaluation conference.
- Convene meeting to review evaluation data, to mark the annual evaluation form and to conduct the evaluation conference.
- Monitor and provide feedback to principals on PIP’s as appropriate.
- Notify a principal of any decision to change his/her employment contract status by May 15.

#### **JUNE – AUGUST 15:**

- PIP’s created and finalized for principals receiving a rating of “Unsatisfactory” for Part I or any Leadership Responsibilities on Part II of their annual evaluation.

## GENERAL EVALUATION PROCESS (GEP) AND TIMELINE

### AUGUST – OCTOBER 31:

- Review of evaluation process, District Strategic Plan, the STP, and test data.
- Conduct goal-setting conferences – collaborative meeting between principal and supervisor/evaluator to develop the PLAP.
- Make school visit (additional visits will be made as needed). Observation and documentation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc. (See Appendix A).
- Deadline for conversion to CEP is October 31 of each school year.

### NOVEMBER – JUNE 30:

- Make school visit (additional visits will be made as needed). Observation of one of the following: Faculty Meeting, Building Leadership Team Meeting, Grade Level Meeting, School Committee Meeting, etc.
- Conduct review of STP, budget and staffing plans.
- Review progress on goals.
- Give principal written feedback by April 30.
- Principals submit portfolio to evaluator at final evaluation conference.
- Convene meeting to review evaluation data, mark the annual evaluation form, and conduct the evaluation conference.

### JUNE – AUGUST 15:

- PIP's created and finalized for principals receiving a rating of "Unsatisfactory" for Part I or any Leadership Responsibilities of Part II on their annual evaluation.

# **SECTION III**

## ***The Evaluation Instrument for Formal Evaluations***



# PRINCIPAL GOAL SETTING/EVALUATION

## Part I: Principal Leadership Accountability for Continuous Student Achievement

Principal: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

### School Profile Data

1. Data Impacting Student Achievement and Disproportionality

Source	Last Year	This Year	School Target	AYP Goal
Unexcused Absences				
Graduation Rate				
Suspension Proportionality Ratio				<del>                    </del>

2. School/School District Diagnostic Data (e.g. DWA, DRA, CBA, Trimester/Semester Grades, Value-Added Data, etc.)

Source	Last Year	This Year	School Target

3. WASL Data

Percent Meeting Standard

	Last Year			This Year			School Target			AYP Goal		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students												<del>                    </del>
African American												
Asian												
Latino												
Native American												
White												
Special Ed												
Bilingual												
F/R Lunch												

4. Other Standardized Test Data

Source	Last Year	This Year	Goal in relation to district standard
ITBS GR 3 6 (circle one)			
ITBS GR 5 8 (circle one)			
ITED GR 9			
Other _____			

\* NOTE: More than two (2) years of data can be referenced if appropriate or needed.

**PRINCIPAL GOAL SETTING/EVALUATION**

**Principal Leadership Accountability for Continuous Student Achievement: Part I**

Using the School Profile Data and the School Improvement Plan, identify the focused goals, measurements, and related principal leadership responsibilities to be used for the year \_\_\_\_\_.

Goals for Continuous Student Achievement*	Data/Measures to be Collected as Evidence of Success*	Principal Leadership Responsibilities Contributing to Achievement Goals*	Support Needed

\*Actions principal will take to move Transformation Plan forward.  
 Refer to Principal Leadership Responsibilities, Indicators, and Suggested Measures for further information in these areas.  
**NOTE:** Collaboratively developed by Principal & Evaluator

# PRINCIPAL GOAL SETTING/PLANNING FORM

Principal \_\_\_\_\_

Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Date \_\_\_\_\_

## Part II: Principal Leadership Skills and Professional Growth

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### **Principal Leadership Responsibility #1: Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.**

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal monitors and provides feedback on school improvement goals.
_____	_____	The principal and staff engage individual families and students in analysis of achievement data for academic planning.
_____	_____	The principal engages the teaching staff in analyzing achievement data for short- and long-term instructional planning and authentic assessment.
_____	_____	The principal involves staff in evaluating the effectiveness of the improvement plan and making appropriate revisions to increase student achievement.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

## PRINCIPAL GOAL SETTING/PLANNING FORM

Principal \_\_\_\_\_

Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Date \_\_\_\_\_

### Part II: Principal Leadership Skills and Professional Growth

#### **Principal Leadership Responsibility #2: Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.**

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal articulates and acts on a vision; models and assists in developing a shared commitment to continuous improvement, problem solving, and student learning.
_____	_____	The principal focuses staff dialogue on student learning, encouraging frequent feedback, self-evaluation, and planning for professional growth.
_____	_____	The principal monitors the expectation that staff are aware of and respond to their students' diverse backgrounds, strengths, and needs. The principal ensures equity of access in student learning.
_____	_____	The principal establishes a school climate characterized by courtesy, respect, and collaboration in the school community.
_____	_____	Efforts and achievements of individuals and groups are recognized and celebrated throughout the school community.
_____	_____	The principal communicates and models the professional codes of conduct and ethics, and monitors staff compliance with the codes. <i>(Please see Document #2 – Support Materials for a copy of the Statement of Ethics for School Administrators.)</i>

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

## PRINCIPAL GOAL SETTING/PLANNING FORM

Principal \_\_\_\_\_

Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Date \_\_\_\_\_

### Part II: Principal Leadership Skills and Professional Growth

**Principal Leadership Responsibility #3: Lead the development and annual update of a comprehensive safe schools plan which includes prevention, intervention, crisis response, and recovery.**

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal establishes procedures so that adults respond immediately when safety violations occur; students, families, and staff communicate safety issues to appropriate personnel.
_____	_____	The principal consistently communicates and fairly applies policies and procedures, and legal requirements regarding comprehensive school safety.
_____	_____	The principal works with staff, students, and families to determine options and interventions for student behavior.
_____	_____	The school collaborates with district and community resources and personnel to support the comprehensive safe schools plan.
_____	_____	The principal reviews each incident or drill to make appropriate revisions to the comprehensive safe schools plan.
_____	_____	The school has structures and systems to assist students and adults in maintaining safety.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

# PRINCIPAL GOAL SETTING/PLANNING FORM

Principal \_\_\_\_\_

Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Date \_\_\_\_\_

## Part II: Principal Leadership Skills and Professional Growth

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### **Principal Leadership Responsibility #4: Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.**

**Area of  
Strength**

**Area of  
Focus**

**Performance Indicators**

\_\_\_\_\_

\_\_\_\_\_

The principal guides and assists staff, students, and community in understanding state and local learning goals.

\_\_\_\_\_

\_\_\_\_\_

The principal organizes time and resources for staff collaboration and planning.

\_\_\_\_\_

\_\_\_\_\_

The principal monitors and coaches staff in analyzing and improving instruction and assessment consistent with best practices, and state and local learning goals.

\_\_\_\_\_

\_\_\_\_\_

The principal uses performances data to organize the school, assign the staff, and create student groupings to enhance learning goals.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

## PRINCIPAL GOAL SETTING/PLANNING FORM

Principal \_\_\_\_\_

Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Date \_\_\_\_\_

### Part II: Principal Leadership Skills and Professional Growth

**Principal Leadership Responsibility #5: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practice(s).**

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal consistently follows policies, contracts, and law in completing employee evaluations.
_____	_____	The principal provides a mentoring and induction process for new staff.
_____	_____	The principal prioritizes time for observation of instruction and provides accurate feedback and appropriate interventions.
_____	_____	The principal analyzes student achievement, identifies effective instructional and assessment practices, and intervenes to assist the teacher when students are not making progress.
_____	_____	The principal collects formal and informal data to assist individual staff members in implementing the school improvement plan.
_____	_____	The principal guides the implementation of an annual staff development plan that is congruent with the school improvement plan and addresses individual needs.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

## PRINCIPAL GOAL SETTING/PLANNING FORM

Principal \_\_\_\_\_

Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Date \_\_\_\_\_

### Part II: Principal Leadership Skills and Professional Growth

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#### **Principal Leadership Responsibility #6: Manage human and fiscal resources to accomplish student achievement goals**

Area of Strength	Area of Focus	Performance Indicators
_____	_____	The principal directs human and financial resources to further student learning and the academic needs of all students.
_____	_____	The principal organizes time, resources, and professional development to meet identified priorities.
_____	_____	The principal evaluates staff members and makes appropriate use of plans of improvement, probation, and non-renewal within legal and contractual requirements.
_____	_____	The principal complies with and assists others with understanding and implementing legal, district, and building requirements in both human resources and budget arenas.
_____	_____	The principal enlists staff in analysis and use of data to create, evaluate, and manage a school budget plan.
_____	_____	The principal operates within the defined budget.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):



## PRINCIPAL GOAL SETTING/PLANNING FORM

Principal \_\_\_\_\_

Evaluator \_\_\_\_\_

School Year \_\_\_\_\_

Date \_\_\_\_\_

### Part II: Principal Leadership Skills and Professional Growth

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#### **Principal Leadership Responsibility #7: Communicate and partner with school community members to promote student learning.**

<b>Area of Strength</b>	<b>Area of Focus</b>	<b>Performance Indicators</b>
_____	_____	The principal establishes multiple ways of regularly communicating with the school community focusing on student learning.
_____	_____	The principal has a clearly articulated process for decision-making, and for identifying and resolving conflicts among diverse viewpoints.
_____	_____	The principal seeks feedback, promotes collaboration, and works with the school community to support student learning.
_____	_____	The principal understands the diverse demographics, values, and interests of the school community and their impact on student learning.
_____	_____	The principal involves students, staff, and families in responding to the diverse learning needs present in the school community so all students are learning.

Support Needed for Next Steps:

Evaluator Comments:

Reflections on Leadership Responsibility (to be completed by Principal prior to evaluation conference):

**PRINCIPAL LEADERSHIP EVALUATION SUMMARY  
SEATTLE PUBLIC SCHOOLS**

Principal: \_\_\_\_\_

Evaluator: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

**Part I: Principal Leadership for Continuous Student Achievement**

Analysis of School Profile Data (See attached)

Satisfactory

Unsatisfactory

# PRINCIPAL LEADERSHIP EVALUATION SUMMARY

## Part II: Principal Leadership Skills and Professional Growth

Principal Leadership Responsibility #1: Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement. \_\_\_ Satisfactory  
\_\_\_ Unsatisfactory  
Comments:

Principal Leadership Responsibility #2: Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff. \_\_\_ Satisfactory  
\_\_\_ Unsatisfactory  
Comments:

Principal Leadership Responsibility #3: Lead the development and annual update of a comprehensive safe schools plan which includes prevention, intervention, crisis response, and recovery. \_\_\_ Satisfactory  
\_\_\_ Unsatisfactory  
Comments:

Principal Leadership Responsibility #4: Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals. \_\_\_ Satisfactory  
\_\_\_ Unsatisfactory  
Comments:

Principal Leadership Responsibility #5: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practice(s). \_\_\_ Satisfactory  
\_\_\_ Unsatisfactory  
Comments:

Principal Leadership Responsibility #6: Manage human and fiscal resources to accomplish student achievement goals \_\_\_ Satisfactory  
\_\_\_ Unsatisfactory  
Comments:

Principal Leadership Responsibility #7: Communicate and partner with school community members to promote student learning. \_\_\_ Satisfactory  
\_\_\_ Unsatisfactory  
Comments:

- \_\_\_ Goal Setting conference                      Date: \_\_\_\_\_
- \_\_\_ Mid-year evaluation conference              Date: \_\_\_\_\_
- \_\_\_ Final evaluation conference                  Date: \_\_\_\_\_
- \_\_\_ Other formal evaluation                      Date: \_\_\_\_\_
- Conference(s)

\_\_\_\_\_  
Principal Signature                                      Date                                      Supervisor Signature                                      Date

*(Signature of evaluatee does not necessarily imply agreement, but insures that the Principal Leadership Evaluation Summary has been shared and discussed.)*

As part of the evaluation and response, additional statements may be attached.

# **SECTION IV**

## ***Guidelines for Implementing the Principal Evaluation Process***

**GUIDELINES FOR IMPLEMENTING THE  
PRINCIPAL PERFORMANCE EVALUATION PROCESS**

**1. The Principal Evaluation Process.**

- a. The *Principal Evaluation Process* consists of two procedures: a Comprehensive Evaluation Process (CEP), and a General Evaluation Process (GEP). The same evaluation instrument is used for both procedures. The procedures differ in scope and the degree of monitoring of the employee. See Section II for an outline of each process and relevant timelines. “Experienced principals” will be evaluated on the GEP except as follows:

Once every three (3) years, or whenever they are in their first year in a building, or whenever their evaluator determines, in his or her best judgment, that the CEP is appropriate. All “new” principals will be evaluated on the CEP.

- b. An *experienced principal* is a person who has spent three or more consecutive years of employment as a principal with this district or who has been previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and is in their second year of employment with this district. All other principals are referred to as “*new principals*” in the Principal Evaluation Process.
- c. The Principal Performance Evaluation Instrument shall be used for all formal evaluations of a principal. The Evaluation Instrument is the mechanism for providing formal evaluations to a principal based on eight performance standards. See Section III. Each Leadership Responsibility has a list of performance indicators.
- d. The Evaluation Instrument is to be used for mid-year evaluations for principals on the CEP, and for annual evaluations for all principals, and for formal evaluations done at other times during the school year. Evaluators can do formal evaluations at other times during the school year provided they have done at least two (2) formal observations, and provide at least two (2) pieces of written feedback. A mid-year evaluation, or, an evaluation done at other times during the school year may be supplemented by a “Written Status Report on Performance.” (See Appendix B).
- e. Performance evaluations of principals should be based on regular and consistent data, input and visitations/observations. Information and data may be available from various resources: community/parents; staff; students; district personnel; self-assessments; portfolios; planned or unplanned visits and observations (formerly known as formal or informal visits and observations); and other information suggested by the evaluator and employee.
- f. Each year, the Evaluation Process will begin with a *Goal Setting Conference* between the Evaluator and the principal. During the conference, the parties should establish goals related to the Academic Achievement (Part I), the STP, the District’s Strategic Plan, School Effectiveness Profile, test data, and Seven Leadership Responsibilities (Part II) listed in the Evaluation Instrument. During the conference, the parties will collaborate on the plan for PLAP that captures the above considerations as well as other professional goals that the principal would like to achieve. The Plan will be used, in part, to measure accountability for the school year. The Plan should be completed by October 31 of each school year.

