Principal Name: ­­­ Evaluator:

Building:­­ Date(s):­­ 🗌 Provisional Employee 🗌 Annual Evaluation

*This Performance Evaluation Report is designed to reflect the requirements of the Teacher/Principal Evaluation Program (TPEP) and the AWSP Leadership Framework as prescribed by RCW 28A.405.100 and WAC 392-191A.*

PURPOSE OF EVALUATION

It is understood that two purposes are to be served through the evaluation process. They are:

1. The provision of guidance and direction for improved performance by the principal; and

2. The provision of information that the superintendent needs in order to make an educationally sound

decision about the future employment status of the principal.

ADDITION OF COMMENTS

It is the right of the principal to include written comments that may be attached as an addendum to this report. Any such addendum is to be initialized or signed by the principal and the evaluator.

It is my judgment, based upon adopted Washington State Criterion, that this principal’s overall performance has been deemed:

🗌 Distinguished 🗌 Proficient 🗌 Basic 🗌 Unsatisfactory \*

🗌 Proficient (w/SGI)\*\* 🗌 Basic (w/SGI) \*\*

Evaluator’s Signature: Date:

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. Principal’s Signature: Date:

\* I realize that this evaluation has been deemed BASIC or UNSATISFACTORY. It will result in a Plan of Improvement and may result in non-renewal of contract.

Principal’s Signature: Date:

\*\* I realize that this evaluation requires a STUDENT GROWTH INQUIRY (SGI). For the next school year I will choose one or more of the following (WAC 392-191A-100): *see Principal Evaluation: Student Growth Inquiry*

🗌 Examine student growth data in conjunction with other evidence…

🗌 Examine extenuating circumstances…

🗌 Schedule monthly conferences focused on improving student growth…

🗌 Create and implement a professional development plan to address student growth areas…

Principal’s Signature: Date:

The employee has the right to append comments. If such a statement is to be attached, check this box 🗌.

\* Evaluated on ONE Criterion. If it is not a Student Growth Goal, one must be added.

(4) Distinguished: differentiating strategies (2) Basic: using strategies

(3) Proficient: monitoring strategies (1) Unsatisfactory: not using or using incorrectly

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **WA State Criterion** | **OVERALL RATING:** | **Elements** | **Supervisor Rating** | **Self** | **Goal Area** | **Final Self** | **Comments:** |
| 1. **Creating a Culture**: Influence, establish and sustain a school culture conducive to continuous improvement for students and staff. | 🗌 D  🗌 P  🗌 B  🗌 U | 1.1 |  |  |  |  |  |
| 1.2 |  |  |  |  |  |
| 1.3 |  |  |  |  |  |
| 1.4 |  |  |  |  |  |
| 1. **Ensuring School Safety**: Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery. | 🗌 D  🗌 P  🗌 B  🗌 U | 2.1 |  |  |  |  |  |
| 2.2 |  |  |  |  |  |
| 1. **Planning With Data**: Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.   *(Student Growth Goals)* | 🗌 D  🗌 P  🗌 B  🗌 U | 3.1 |  |  |  |  |  |
| 3.2 |  |  |  |  |  |
| 3.3 |  |  |  |  |  |
| 3.4 |  |  |  |  |  |
| 3.5 |  |  |  |  |  |
| 1. **Aligning Curriculum**: Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals. | 🗌 D  🗌 P  🗌 B  🗌 U | 4.1 |  |  |  |  |  |
| 4.2 |  |  |  |  |  |
| 4.3 |  |  |  |  |  |
| 1. **Improving Instruction**: Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.   *(Student Growth Goals)* | 🗌 D  🗌 P  🗌 B  🗌 U | 5.1 |  |  |  |  |  |
| 5.2 |  |  |  |  |  |
| 5.3 |  |  |  |  |  |
| 5.4 |  |  |  |  |  |
| 5.5 |  |  |  |  |  |
| **WA State Criterion** | **OVERALL RATING:** | **Elements** | **Supervisor Rating** | **Self** | **Goal Area** | **Final Self** | **Comments:** |
| 1. **Managing Resources**: Manage human and fiscal resources to accomplish student achievement goals. | 🗌 D  🗌 P  🗌 B  🗌 U | 6.1 |  |  |  |  |  |
| 6.2 |  |  |  |  |  |
| 6.3 |  |  |  |  |  |
| 6.4 |  |  |  |  |  |
| 1. **Engaging Communities**: Communicate and partner with school community members to promote student learning. | 🗌 D  🗌 P  🗌 B  🗌 U | 7.1 |  |  |  |  |  |
| 7.2 |  |  |  |  |  |
| 1. **Closing the Gap**: Demonstrate a commitment to closing the achievement gap. *(Student Growth Goals)* | 🗌 D  🗌 P  🗌 B  🗌 U | 8.1 |  |  |  |  |  |
| 8.2 |  |  |  |  |  |
| 8.3 |  |  |  |  |  |
| **SUMMATIVE**  **RATING: \_\_\_\_\_\_** | 🗌 D  🗌 P  🗌 B  🗌 U |  |  |  |  |  | **29-32 Distinguished**  **22-28 Proficient**  **15-21 Basic**  **8-14 Unsatisfactory = Plan of Improvement (required)** |

|  |  |  |
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| \***STUDENT GROWTH 3.5**  Provides evidence of student growth that results from the school improvement planning process. | 🗌Distinguished  🗌 Proficient  🗌 Basic  🗌Unsatisfactory |  |
| **\*STUDENT GROWTH 5.5**  Provides evidence of student growth of selected teachers. | 🗌 Distinguished  🗌 Proficient  🗌 Basic  🗌Unsatisfactory |  |
| **\*STUDENT GROWTH 8.3**  Provides evidence of growth in student learning. | 🗌 Distinguished  🗌 Proficient  🗌 Basic  🗌Unsatisfactory |  |
| **STUDENT GROWTH RATING:\_\_\_\_\_\_\_** | **🗌 High**  **🗌 Average**  **🗌 Low** | **10-12 High**  **6-9 Average**  **3-5 Low = Student Growth Inquiry (required)** |

*\**See ***Leadership*** Student Growth Rubrics 2.0 tpep-wa.org