**Principal Evaluation/Goal Setting Self-Reflection Form**

Each of the 8 state evaluation criteria is measured on a rubric of 1-4.

1 = Unsatisfactory - Principal fails to demonstrate minimum application of the criteria.

2 = Basic – Principal demonstrates inconsistent application of the criteria.

3 = Proficient – Principal demonstrates consistent understanding and application of the criteria.

4 = Distinguished – Principal seeks and initiates strategies beyond the criteria.

**Goal Setting Expectations**

1. Completion of Goal Setting Self-Reflection Form: When considering the four levels of performance related to the 8 principal evaluation criteria, indicate for each criteria element and as a criteria summative area whether you consider the criteria/element an area of growth or an area of strength. For criteria 1, 3, 4, 5, and 8, denote at least one element as an area of goal focus for the current year. The area of focus may be an area of growth or strength, depending upon personal and building needs.
2. Please develop goals for criteria areas 1, 3, 4, 5, and 8. These criteria will be evaluated based on goal development and successful implementation as measured by portfolio evidence, observation and administrator self-reflection. Criteria areas 2, 6, and 7 will be evaluated based on portfolio evidence, observation and monthly touch-base and mid-year evaluation conference.

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| **Principal Name:** |   | **Area of Growth** | **Area of Strength** | **Area of Focus** |
| **Evaluator Name:** |   |
|  |  |
| **1.** | **Creating a Culture** |
| 1.1 | Develops and sustains focus on a a shared mission and clear vision for improvement of learning and teaching |  |  |  |
| 1.2 | Engages in essential conversations for ongoing improvement |  |  |  |
| 1.3 | Facilitates collaborative processes leading toward continuous improvement |  |  |  |
| 1.4 | Creates opportunities for shared leadership |  |  |  |
|  | Summative Criterion Rating |  |  |  |
| **2.** | **Providing for School Safety** |
| 2.1 | Provides for physical safety |  |  |  |
| 2.2 | Provides for social, emotional and intellectual safety |  |  |  |
|  | Summative Criterion Rating |  |  |  |
| **3.** | **Planning with Data** |
| 3.1 | Recognizes and seeks out multiple data sources |  |  |  |
| 3.2 | Analyzes and interprets multiple data sources to inform school level improvement efforts |  |  |  |
| 3.3 | Implements data driven plan for improved teaching and learning |  |  |  |
| 3.4 | Assists staff to use data to guide, modify and improve classroom teaching and learning |  |  |  |
| 3.5 | (SG 3) Provides evidence of student growth that results from the school improvement planning process |  |  |  |
|  | Summative Criterion Rating |  |  |  |
| **4.** | **Aligning Curriculum** |
| 4.1 | Alignment of curricula to state and local district learning goals |  |  |  |
| 4.2 | Alignment of best instructional practices to state and district learning goals |  |  |  |
| 4.3 | Alignment of assessment practices to best instructional practices |  |  |  |
|  | Summative Criterion Rating |  |  |  |
| **5.** | **Improving Instruction** |
| 5.1 | Monitors instruction and assessment practices |  |  |  |
| 5.2 | Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness |  |  |  |
| 5.3 | Assists staff in implementing effective instruction and assessment practices |  |  |  |
| 5.4 | Reliably and validly evaluates staff in effective instruction and assessment practices |  |  |  |
| 5.5 | (SG 5) Provides evidence of student growth of selected teachers |  |  |  |
|  | Summative Criterion Rating |  |  |  |
| **6.** | **Managing Resources** |
| 6.1 | Managing human resources (assignment, hiring) |  |  |  |
| 6.2 | Managing human resources (ongoing professional development) |  |  |  |
| 6.3 | Managing fiscal resources |  |  |  |
| 6.4 | Fulfilling legal responsibilities |  |  |  |
|  | Summative Criterion Rating |  |  |  |
| **7.** | **Engaging Communities** |
| 7.1 | Communicates with community to promote learning |  |  |  |
| 7.2 | Partners with families and school community |  |  |  |
|  | Summative Criterion Rating |  |  |  |
| **8.** | **Closing the Gap** |
| 8.1 | Identifies barriers to achievement and knows how to close resulting gap |  |  |  |
| 8.2 | Demonstrates a commitment to close the achievement gap |  |  |  |
| 8.3 | (SG 8) Provides evidence of growth in student learning |  |  |  |
|  | Summative Criterion Rating |  |  |  |