JEFFERSON COUNTY PUBLIC SCHOOLS

PRINCIPAL/ASSISTANT PRINCIPAL MAJOR SUMMATIVE EVALUATION

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| **NAME:** | |  | | | | **DATE:** |  |
| **ID #:** |  | | | **LOCATION NAME:** |  |  |  |
| **SUPERVISOR/EVALUATOR:** | | |  | | | | |
| **DATES OF OBSERVATIONS/ SITE VISITS:** | | |  | | | | |

The evaluator will assess the employee's job performance on the Principal/Assistant Principal Personnel Evaluation Process using the scale below. A summary statement MUST be included for Standards assessed as **Developing or Ineffective.**

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| ***Performance Standard Rating:*** *Performance for each of the Principal Standards for Educational Leaders (PSEL) will be rated according to the four performance levels (Ineffective, Developing, Accomplished, and Exemplary) as noted in the rubric following each standard. The rating will be a representation of performance, combining data from multiple sources of evidence across each standard.* | | | | |
| **Standard 1 (S1)** | **Standard 2 (S2)** | **Standard 3 (S3)** | **Standard 4 (S4)** | **Standard 5 (S5)** |
| Mission, Vision, and Core Values | Ethics and Professional Norms | Equity and Cultural Responsiveness | Curriculum, Instruction, Assessment | Community of Care and Support for Students |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **Standard 6 (S6)** | **Standard 7 (S7)** | **Standard 8 (S8)** | **Standard 9 (S9)** | **Standard 10 (S10)** |
| Professional Capacity of School Personnel | Professional Community for Teachers and Staff | Meaningful Engagement of Families and Community | Operations and Management | School Improvement |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

**SUMMATIVE RATING**

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| ***Summative Rating:*** *The ratings for the Principal Standards for Educational Leaders (PSEL) are consolidated into four measures: Planning, Environment, Instruction, Professionalism. Regarding the measures of Planning, Environment, and Professionalism, each of which is composed of three standards, evaluators will use professional judgment and the rubric below to consolidate the three standards into a single rating for each measure. Reference the applicable table in the Certified Personnel Evaluation Plan for alignment of Standards and Measures.* | | | | |
| **Measures** | **Planning** | **Environment** | **Instruction** | **Professionalism** |
|  | Mission, Vision, and Core Values (S1); Operations and Management (S9); School Improvement (S10) | Equity and Cultural Responsiveness (S3); Community of Care and Support for Students (S5); Professional Community for Teachers and Staff (S7) | Curriculum, Instruction, Assessment (S4) | Ethics and Professional Norms (S2);  Professional Capacity of School Personnel (S6); Meaningful Engagement of Families and Community (S8) |
| **Summative Rating** | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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| **Ineffective** | **Developing** | **Accomplished**  *is the expected level of performance* | **Exemplary**  *In addition to meeting the requirements for Accomplished* |
| Over time, has not met the standard and has not demonstrated acceptable levels of performance.  Practices and outcomes are unacceptable and require immediate attention and monitoring.  *Sample Language Look-fors:* negatively impacts, unable, unwilling restricts, lacks, unaware, unsuccessfully. | Demonstrates the knowledge and awareness of effective leadership practices but does not consistently or effectively execute those practices.  May demonstrate appropriate effort but shows limited evidence of impact.  *Sample Language Look-fors*: limited implementation. attempts to develop, demonstrates basic knowledge and awareness, inconsistent | Consistently implements effective leadership practices.  Demonstrates proficient performance.  *Sample Language Look-fors*: ensures most, builds and sustains, develops, consistently implements | Builds the capacity of others and is able to increase the number of highly effective teachers.  Continuously demonstrates an expert level of performance.  *Sample Language Look-for*s: ensures ALL, builds and sustains, supports development of all, builds capacity of others, consistently implements |

OPTIONAL COMMENTS BY EVALUATOR AND/OR PRINCIPAL/ASSISTANT PRINCIPAL

Optional comments may be written below or may be attached to this form provided that the evaluator and principal/assistant principal have initialed all additional pages.

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PROFESSIONAL GROWTH PLAN

The Professional Growth Plan and Job Description are attached.

We hereby acknowledge that a conference has been conducted, the evaluation discussed, and a copy has been provided to the principal whose signature does not indicate agreement with the content.  In the event the principal disagrees with this evaluation, a written response may be submitted within ten (10) working days of receipt of the evaluation to the Director of Employee Relations for inclusion in the personnel file.  A copy of the written response is to be provided to the evaluator by the principal.  Certified personnel have the right to appeal to a JCPS District Evaluation Appeals Panel (DEAP) within fourteen (14) calendar days after receiving a summative evaluation. Appeals must be submitted in writing to the superintendent/designee using the JCPS Certified Evaluation Appeals Form. Appeals to a DEAP may be based upon evaluation process or evaluation content concerns.

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| Employee | | |  | Date |
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| Evaluator | | |  | Date |

**PSEL Standard 1: Mission, Vision and Core Values**

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| *Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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| 1.a Develops an educational mission for the school to promote the academic success and well-being of each student  1.b. In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success  1.c. Articulates, advocates, and cultivates core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement  1.d. Strategically develops, implements and evaluates actions to achieve the vision for the school  1.e. Reviews the school’s mission and vision and adjusts them to changing expectations and opportunities for the school and changing needs and situations of students  1.f. Develops shared understanding of and commitment to mission, vision and core values within the school and the community  1.g. Models and pursues the school’s mission, vision and core values in all aspects of leadership |

**Summary statement:**

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**PSEL Standard 2: Ethics and Professional Norms**

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| *Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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| 2.a. Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership  2.b. Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement  2.c. Places children at the center of education and accepts responsibility for each student’s academic success and well-being  2.d. Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity  2.e. Leaders with interpersonal and communication skills, social emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures  2.f. Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff |

**Summary statement:**

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**PSEL Standard 3: Equity and Cultural Responsiveness**

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| *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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| 3.a. Ensures that each student is treated fairly, respectfully and with an understanding of each student’s culture and context  3.b. Recognizes, respects and employs each student’s strengths, diversity and culture as assets for teaching and learning  3.c. Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success  3.d. Develops student policies and addresses student misconduct in a positive, fair and unbiased manner  3.e. Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status  3.f. Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society  3.g. Acts with cultural competence and responsiveness in their interactions, decision-making, and practice  3.h. Addresses matters of equity and cultural responsiveness in all aspects of leadership |

**Summary statement:**

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**PSEL Standard 4: Curriculum, Instruction and Assessment**

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| *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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| 4.a. Implements coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive  4.b. Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self  4.c. Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student  4.d. Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized  4.e. Promotes the effective use of technology in the service of teaching and learning  4.f. Employs valid assessments that are consistent with knowledge of child learning and development, and technical standards of measurement  4.g. Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction |
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**Summary statement:**

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**PSEL Standard 5: Community of Care and Support for Students**

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| *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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| 5.a. Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student  5.b. Creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community  5.c. Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student  5.d. Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development  5.e. Cultivates and reinforces student engagement in school and positive student conduct  5.f. Infuses the school’s learning environment with the cultures and languages of the school’s community |

**Summary statement:**

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**PSEL Standard 6: Professional Capacity of School Personnel**

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| *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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| 6.a. Recruits, hires, supports, develops and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty  6.b. Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel  6.c. Develops teachers’ and staff members’ professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development  6.d. Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student  6.e. Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice  6.f. Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement  6.g. Develops the capacity, opportunities and support for teacher leadership and leadership from other members of the school community  6.h. Promotes the personal and professional health, well-being and work-life balance of faculty and staff  6.i. Tends to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance |

**Summary statement:**

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**PSEL Standard 7: Professional Community for Teachers and Staff**

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| *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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7.a. Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning

7.b. Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school

7.c. Establishes and sustains a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement

7.d. Promotes mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole

7.e. Develops and supports open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice

7.f. Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff

7.g. Provides opportunities for collaborative examination of practice, collegial feedback and collective learning

7.h. Encourages faculty-initiated improvement of programs and practices

**Summary statement:**

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**PSEL Standard 8: Meaningful Engagement of Families and Community**

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| *Effective educational leaders engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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8.a. Is approachable, accessible and welcoming to families and members of the community

8.b. Creates and sustains positive, collaborative and productive relationships with families and the community for the benefit of students

8.c. Engages in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments

8.d. Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school

8.e. Creates means for the school community to partner with families to support student learning in and out of school

8.f. Understands, values and employs the community’s cultural, social, intellectual and political resources to promote student learning and school improvement

8.g. Develops and provides the school as a resource for families and the community

8.h. Advocates for the school and district, for the imp[ortance of education and student needs, and priorities to families and the community

8.i. Advocates publicly for the needs and priorities of students, families and the community

8.j. Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning

**Summary statement:**

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**PSEL Standard 9: Operations and Management**

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| *Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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9.a. Institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school

9.b. Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to addr3ess each student’s learning needs.

9.c. Seeks, acquires and manages fiscal physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement

9.d. Is a responsible, ethical and accountable steward of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices

9.e. Protects teachers’ and other staff members’ work and learning from disruption

9.f. Employs technology to improve the quality and efficiency of operations and management

9.g. Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement

9.h. Knows, complies with and helps the school community understand local, state and federal laws, rights, policies and regulations to promote student success

9.i. Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation

9.j. Develops and manages productive relationships with the central office and the school board

9.k. Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community

9.l Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

**Summary statement:**

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**PSEL Standard 10: School Improvement**

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| *Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.* | | | |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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10.a. Seeks to make school more effective for each student, teachers and staff, families, and the community

10.b. Uses methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school

10.c. Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills and motivation to succeed in improvement

10.d. Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement

10.e. Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation

10.f. Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement

10.g. Develops technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback and evaluation

10.h. Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs and services

10.i Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts

10.j Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

**Summary statement:**

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**Overall Summary Statement:**

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Distribution: Personnel File

Principal

Employee