d. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
R Understands and articulates the current rigorous and relevant research and theory on effective schooling.	. . . and R Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities.	. . . and R Uses the outcomes of professional development on rigorous and relevant research and theory on effective schooling to guide professional learning community discussions and activities.	. . . and R Provides vicarious and mastery experiences for teachers that capitalize on staff development outcomes and discussions of effective schools practice.	

e. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices.				
R Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge.	. . . and R Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom.	. . . and R Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research.	. . . and R Leverages mastery and vicarious experiences to increase the collective ef cacy of teachers and staff.	

f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.				
R Understands the impact of school practices on student learning and achievement. R Understands the impact that change may have on individuals in the school.	. . . and Uses a variety of data and processes to R Drive decisions about initiating new and innovative research-based programs and interventions. R Monitor the needs and performance of individuals, groups, and the school as a whole.	. . . and R Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement.	. . . and R Monitors the delity and consistency of the implementation of research-based practices and their impact on student learning and achievement.	

g. Optimize: Inspires and leads new and challenging innovations.				
R Portrays a positive attitude about the ability of teachers and staff to accomplish school goals.	. . . and R Inspires teachers and staff to individually and collectively accomplish school goals.	. . . and R Inspires and mo1_3 m 0 g and lrchpiresrteenc10052a5Tj /T1_3 gTD <0ru.		

COMMENTS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

R

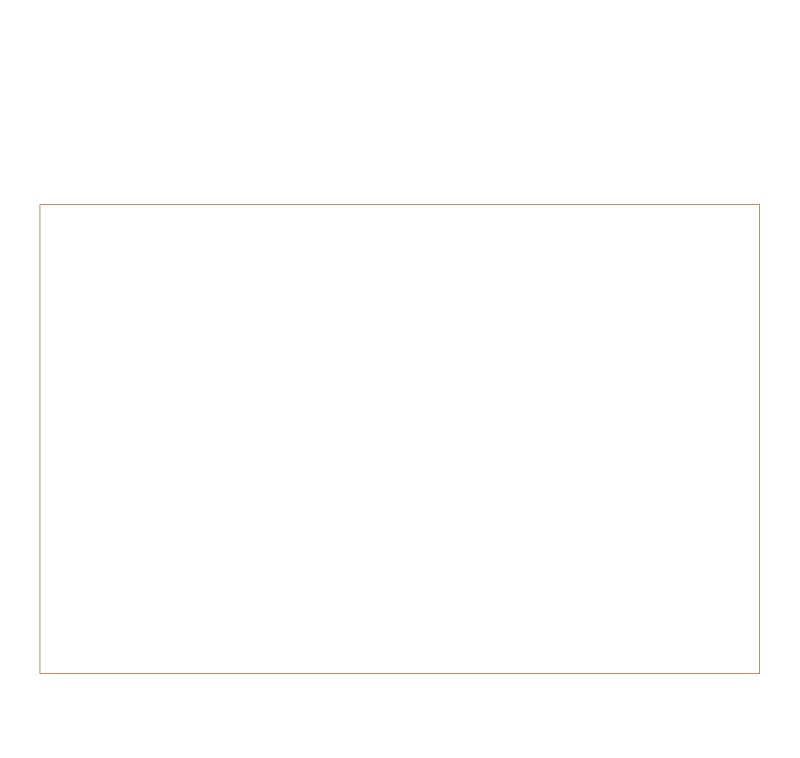| PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH FOCUS OF LEADERSHIP				
Focus of leadership involves accurately and pro-actively targeting appropriate areas for school improvement efforts.				
a. Contingent Rewards: Recognizes and rewards individual accomplishments.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
R Develops criteria and procedures for recognizing hard work and results from individuals and groups.	. . . and Capitalizes on formal and informal opportunities to R			

g. Resources: Provides teachers with material and professional development necessary for the execution of their jobs.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
Assesses the resource needs of teachers and staff, including R Professional development needs.				

Comments:	Evidence or Documentation that May Be Used to Support Ratings:
	R

Framework Component 3: Principal Responsibilities Associated with Purposeful Community

Elements	Developing	Pro cient	Accomplished	Distinguished	Not Demonstrated
a. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures					
b. Communication: E					

PRINCIPAL SUMMARY GOAL-SETTING FORM

Name of Principal: _____ School: _____ School Year: _____

INSTRUCTIONS: This goal-setting form may be completed by the principal following the self-assessment process. The goals, as well as activities, outcomes and timeline, will be reviewed by the principal's supervisor. Each principal must establish one (1) goal related to the core responsibilities for principals and two (2) additional goals, for a total of at least three (3) goals. It is recommended that no more than ve (5) goals be established for a single school year. It is not necessary for the principal to have a goal for each framework component.

FRAMEWORK COMPONENT	RESPONSIBILITIES	GOAL(S)	KEY ACTIVITIES/STRATEGIES (WHAT YOU NEED TO DO TO ACCOMPLISH THE GOAL)	OUTCOMES	TIMELINE FOR ACHIEVING GOAL	RESOURCES NEEDED
MANAGING CHANGE						
FOCUS OF LEADERSHIP						
PURPOSEFUL COMMUNITY						

Principal Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Mid-Year Evaluation Progress toward Achieving Goals

Name: _____ District: _____

School: _____ School Year: _____

Evaluator: _____ Title: _____

The evaluator determines whether the principal is making acceptable progress toward goal attainment within each leadership component. Mark this category as (P)—progressing or (NP)—not progressing.

Goal	P	NP	NA*
Purposeful Community			
Managing Change			
Focus of Leadership			

APPENDIX C: PRINCIPAL EVALUATION PROCESS DOCUMENTATION FORM

Name: _____ ID#: _____

School: _____ School Year: _____

Evaluator:_____ Title: _____

The principal's evaluation is based, in part, on a formal discussion of performance and conferences conducted on the following dates:

Site Visit Dates	Conference Dates	Principal's Signature	Evaluator's Signature

Mid-Year Evaluation Conference Date: _____

End-of-Year Performance Discussion Date:_____

Summary Evaluation Conference Date: _____

The Mid-Year, End-of-Year, and Summary Evaluation Conferences are required for every principal. In addition, observations and other relevant sources of performance data may be considered in determining the nal rating for the principal. The following rating scale will be used:

„ Developing: Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

„ Proficient: Principal demonstrated basic competence on standard(s) of performance.

„ Accomplished: Principal exceeded basic competence on standard(s) for performance most of the time.

„ Distinguished: Principal consistently and significantly exceeded basic competence on standard(s) of performance.

„ Not Demonstrated: Principal did not demonstrate competence on or adequate progress toward achieving standard(s) of performance.

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