



Principal Summary Evaluation Rating Form (Required)

This form is to be jointly completed by the principal and superintendent or designee during the summary Evaluation Conference conducted at the end of the year.

Name:						
School:	School Year:					
Evaluator:		Dist	rict:			
Date Completed:	Evaluator's	Title:				
Standard 1: Strategic Leadership						
Elements		Developing	Proficient	Accomplished	Distinguished	Not Demonstra
A. School Vision, Mission and Strategic Goals: The school's identity, is derived from the vision, mission, values, beliefs and goals of the sch processes used to establish these attributes, and the ways they are enthe life of the school community.	nool, the					
3. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.						
C. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement or all students.						
D. Distributive Leadership: The school executive creates and utilizes distribute leadership and decision making throughout the school.	processes to					
Overall Rating for	Standard 1					
Recommended actions for improvement:	School School NC Tea Evidence Studente Stateme Evidence vision, 1 Evidence leadersh	nce or documentation to support rating: hool Improvement Plan. C Teacher Working Conditions Survey. vidence of School Improvement Team. udent achievement and testing data. atement of school vision, mission, values, beliefs and go vidence of stakeholder involvement in development of sion, mission, value, belief and goal statements. vidence of shared decision making and distributed adership. 60 Feedback.				
Resources needed to complete these actions:						

Standard 2: Instructional Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.					
B. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers form disruption of instructional or preparation time.					
Overall Rating for Standard 2					

Comments:	Evidence or documentation to support rating:
	School Improvement Plan.
	NC Teacher Working Conditions Survey.
	Student achievement and testing data.
	Student drop-out data.
	Teacher retention data.
	Documented use of formative assessment instruments to impact instruction.
	Development and communication of goal-oriented personalized education plans for identified students.
Recommended actions for improvement:	Evidence of team development and evaluation of classroom lessons.
	Use of research-based practices and strategies in classrooms.
	Master school schedule documenting individual and collaborative planning for every teacher
	360 Feedback.
Resources needed to complete these actions:	
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Standard 3: Cultural Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture.					
B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.					
C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.					
D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.					
Overall Rating for Standard 3					

Comments:	Evidence or documentation to support rating:
	School Improvement Plan.
	School Improvement Team.
	Documented use of School Improvement Team in decision- making.
	NC Teacher Working Conditions Survey.
Recommended actions for improvement:	Student achievement and testing data.
	Teacher retention data.
	Existence and work of professional learning communities.
	Recognition criteria and structure utilized.
	Evidence of shared decision-making and distributed
	leadership.
	360 Feedback.
Resources needed to complete these actions:	

Standard 4: Human Resources Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.					
B. Recruiting, hiring, Placing and Mentoring of Staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.					
C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.					
Overall Rating for Standard 4					
Note: If the school's teacher turnover rate according to the school report card is	1 1		1/ :1	·c. 1	1.1

	chool report card, is above the state average and/or identified as a problem g with recommendations for improvement. If the turnover is equal to or east maintain that rate.
School's Teacher Turnover Rate during previous school year: _	
School's Teacher Turnover Rate for current school year:	
State's Teacher Turnover Rate for current school year:	
Teacher Turnover Rate goal for next school year:	
Recommendations to achieve teacher turnover goal for ne	xt school year:
Comments:	Evidence or documentation to support rating:
	School Improvement Plan.
	NC Teacher Working Conditions Survey
	Student Achievement and testing data
	Teacher retention data
	Master school schedule documenting individual and collaborative planning for every teacher
	Number of National Board Certified Teachers
Recommended actions for improvement:	Number of teachers pursuing advanced degrees, licensure, National Board certification etc.
	Record of professional development provided staff and impact of professional development on student learning
	Mentor records and beginning teacher feedback
	Teacher professional growth plans
	360 Feedback.
Description moded to governote these estimates	
Resources needed to complete these actions:	

Standard 5: Managerial Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.					
B. Conflict management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.					
C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.					
D. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff.					
Overall Rating for Standard 5					

and enforces expectations, structures, rules and procedures for stud							
Overall Rating	for Standard 5						
Comments:	Evidence or docum	entation to s	upport rati	ng:			
	School Improvement Plan.						
	NC Teacher Working Conditions Survey.						
	Master school schedule documenting individual and collaborative planning for every teacher.						
	School safety and	behavioral E	expectations				
Recommended actions for improvement:	School financial	nformation.					
•	Dissemination of	clear norms	and ground	rules.			
	Evidence of abil reach consensus.	ty to confron	t ideological	conflict and	l then		
	Evidence of for	nal and inform	nal systems	of commun	ication.		
	360 Feedback.						
Resources needed to complete these actions:							

Standard 6: External Development Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.					
B. Federal, State and District mandates: The school executive designs protocols and processes in order to comply with federal, state and district mandates.					
Overall Rating for Standard 6					

Comments:	Evidence or documentation to support rating:
	Parent involvement in School Improvement Team.
	NC Teacher Working Conditions Survey.
	PTSA/Booster club operation and participation.
	Parent survey results.
	Evidence of community support.
	Number and use of school volunteers.
Recommended actions for improvement:	— Plan for shaping the school's image throughout the community.
	Evidence of business partners and projects involving business partners.
	360 Feedback.
Resources needed to complete these actions:	

Standard 7: Micro-political Leadership

Elements		Developing	Proficient	Accomplished	Distinguished	Demonstrated
A. School Executive Micro-political Leadership: The school executives and relationships to leverage staff expertise and influence influence the school's identity, culture and performance.						
Overall Rating	for Standard 7					
Recommended actions for improvement: Resources needed to complete these actions:	Teacher	cher Working retention do the of visibilities of shared hip.	ng Conditio ata. ty and acce	ns Survey.		
Principal Signature			Date		_	
Superintendent or Designee Signature			Date		_	
Comments Attached:YesNo						
Superintendent or Designee Signature			Date			
Note: The principal's signature on this form represents neither acce	ptance nor appro	val of the i	report. It d	oes, however	; indicate t	hat the

Note: The principal's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the evaluator and may reply in writing. The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education policy for Principal Evaluation process.



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