



North Carolina School Executive:
PRINCIPAL
EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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 from disruption of instructional or preparation time.					
Overall Rating for Standard 2					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

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.
- ___ 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.

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 above the state average and/or identified as a problem in the school improvement plan, it must be addressed here along with recommendations for improvement. If the turnover is equal to or lower than the state average, the principal must set a goal to at least 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 next school year:

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> ___ 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 ___ 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. ___ _____ ___ _____ ___ _____
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Standard 7: Micro-political Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.					
Overall Rating for Standard 7					

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <p>___ NC Teacher Working Conditions Survey.</p> <p>___ Teacher retention data.</p> <p>___ Evidence of visibility and accessibility.</p> <p>___ Evidence of shared decision making and distributed leadership.</p> <p>___ 360 Feedback.</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Principal Signature

Date

Superintendent or Designee Signature

Date

Comments Attached: ___Yes ___No

Superintendent or Designee Signature

Date

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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