

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 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:

Recommended actions for improvement:

Resources needed to complete these actions:

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.
- ___ 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.

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:

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

___ 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.

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					

Comments:

Recommended actions for improvement:

Evidence or documentation to support rating:

- ___ School Improvement Plan.
- ___ NC Teacher Working Conditions Survey.
- ___ Master school schedule documenting individual and collaborative planning for every teacher.
- ___ School safety and behavioral Expectations.
- ___ School financial information.
- ___ Dissemination of clear norms and ground rules.
- ___ Evidence of ability to confront ideological conflict and then reach consensus.
- ___ Evidence of formal and informal systems of communication.
- ___ 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:

Recommended actions for improvement:

Resources needed to complete these actions:

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.
- ___ Plan for shaping the school's image throughout the community.
- ___ Evidence of business partners and projects involving business partners.
- ___ 360 Feedback.

Comments:	Evidence or documentation to support rating:
	☐ NC Teacher Working Conditions Survey. ☐ Teacher retention data. ☐ Evidence of visibility and accessibility. ☐ Evidence of shared decision making and distributed leadership. ☐ 360 Feedback.
Recommended actions for improvement:	
Resources needed to complete these actions:	

Date

Date _____

Date _____

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