

Principal:	
School:	
Evaluator:	
Date of Formative Review/Collaboration:	
Date of Pre-Review Conference:	
Date of Post-Review Conference:	

Purpose: Professional practice should be evaluated over the course of an entire school year through ongoing reviews of a principal’s performance. The evaluation should consider the principal’s duties and responsibilities as outlined in the job description, effectiveness as a building manager, and overall competence as an instructional leader for students and teachers in the school. The overall evaluation should result in a list of the principal’s strengths and weaknesses with supporting reasons for both and should be used to set goals and trajectories for professional development in the upcoming year.

Each review will be conducted on-site and should cover enough time to observe a principal in multiple facets of the work. These reviews should be conducted by the principal’s evaluator and include structured conversations before and after the review takes place. These conversations should be scheduled in advance of the review and include at least one objective (related to the selected component(s) for evaluation) and should include a review of the principal’s interactions and activities during a typical workday. This can include workdays in which the principal is contracted to work, but students are not present. At least one formative review conducted should include the observation of a leadership team meeting.

Directions: Principals and evaluators collaboratively complete and exchange the Formative Review Process Guide during the review process.

FORMAL PRE-REVIEW CONFERENCE FORM

Directions: The principal completes the pre-review conference form. The completed form is submitted to the evaluator in advance of the pre-review conference. In addition, principals may submit any relevant artifacts (teacher lesson plans, individual professional growth plan, Teacher-developed SLOs, etc.). This is usually completed at the beginning of the school year.

Date of Form Submission to Evaluator	
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How do you plan to guide the development and implementation of a shared vision, mission, and goals for the school? (Domain 1)

How do you plan to communicate with staff and review research and data to promote a school culture and instructional program that fosters student learning and professional growth for staff? (Domain 2)

How do you plan to efficiently and productively manage school operations and resources? (Domain 3)

How do you plan to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and community? (Domain 4)

How do you plan to foster relationships by collaborating with parents, staff, and community members? (Domain 5)

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How do you plan to provide ethical, cultural, and skilled leadership? (Domain 6)

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Do you have an established professional practice goal(s)? If so, restate the goal.

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Is there anything that you would like me to specifically observe?

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What is the school's growth goal based on SPI, AMO, and/or progress narrowing the achievement gap? What will you do in order to make sure your school attains this goal?

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FORMATIVE REVIEW PROCESS GUIDE

How are you involved in the SLO process? How are you making sure SLOs are done correctly and that SLO goals are rigorous, yet attainable?

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EVALUATOR REVIEW EVIDENCE AND FEEDBACK FORM

Directions: The evaluator completes this portion of the Review Process Guide to provide principals with notes and evidence collected during reviews. This form is completed and returned to the principal as soon as possible following the formative review.

Date of Form Submission to Principal	
Review Includes a Staff Meeting	<input type="checkbox"/>

REVIEW NOTES AND EVIDENCE

TIME	EVIDENCE

EVALUATOR REVIEW SUMMARY – select at least one component from each domain, if applicable. Due to the unpredictable nature of the principal’s job, not all may apply at one observation.

DOMAIN 1: Vision and Goals
<ul style="list-style-type: none"> ✓ 1.1 Shared vision for school and student success ✓ 1.2 Reviewing and monitoring for school improvement
EVALUATOR SUMMARY
DOMAIN 2: Instructional Leadership
<ul style="list-style-type: none"> ✓ 2.1 Effective use of data to support instruction ✓ 2.2 Involvement in curriculum, instruction, and assessment ✓ 2.3 Distributive leadership ✓ 2.4 Monitoring and evaluating standards and content ✓ 2.5 Continuous improvement
EVALUATOR SUMMARY
DOMAIN 3: School Operations and Resources
<ul style="list-style-type: none"> ✓ 3.1 Operational procedures ✓ 3.2 Shared leadership ✓ 3.3 High quality teachers ✓ 3.4 Challenges and opportunities
EVALUATOR SUMMARY

DOMAIN 4: School, Student, and Staff Safety

- ✓ 4.1 Safe environment
- ✓ 4.2. Clear and consistent expectations
- ✓ 4.3 Student behavior management
- ✓ 4.4 Conflict resolution

EVALUATOR SUMMARY

DOMAIN 5: School and Community Relationships

- ✓ 5.1 Culture of family/community collaboration and involvement
- ✓ 5.2 Two-way communication with internal and external audiences
- ✓ 5.3 Culture of dignity, fairness, and respect
- ✓ 5.4 Active involvement with the community

EVALUATOR SUMMARY

Domain 6: Ethical and Cultural Leadership

- ✓ 6.1 Sensitivity to diversity and cultural differences
- ✓ 6.2 Modeling values, beliefs, and attitudes
- ✓ 6.3 South Dakota Code of Ethics

EVALUATOR SUMMARY

FORMAL POST-REVIEW CONFERENCE FORM

Directions: The principal completes this post-review conference form after the evaluator has provided review feedback to the principal. The completed form is submitted to the evaluator in advance of the post-review conference. In addition, principals may submit any relevant post-review artifacts. This part is usually filled out towards the end of the school year. Due to the unpredictable nature of the principal’s job, not all may apply at one observation.

Date of Form Submission to Evaluator	
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<i>How successful were you at guiding the development and implementation of a shared vision, mission, and goals for the school? (Domain 1)</i>

<i>How successful were you at communicating with staff and reviewing research and data to promote a school culture and instructional program that fosters student learning and professional growth for staff? (Domain 2)</i>

<i>How successful were you at efficiently and productively managing school operations and resources? (Domain 3)</i>

<i>How successful were you at fostering a physically, emotionally, and cognitively safe learning environment for students, staff, and community? (Domain 4)</i>

How successful were you at fostering relationships by collaborating with parents, staff, and community members? (Domain 5)

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How successful were you at providing ethical, cultural, and skilled leadership? (Domain 6)

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How successful were you at meeting your professional practice goal(s)?

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How successful were you at meeting your school's growth goal based on SPI, AMO and/or progress narrowing the achievement gap?

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How did your teachers' SLOs go?

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FORMAL POST-REVIEW EVALUATOR FEEDBACK AND NARRATIVE

Directions: The evaluator completes this form following the post-review conference. This form serves as the official documentation of the review and provides clear performance feedback. In addition, this document may also summarize progress on growth attainment and on the principal’s Individual Professional Growth Plan.

Date of Form Submission to Principal	
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FORMAL REVIEW SUMMARY

REVIEW SUMMARY COMMENTS
EVALUATOR NARRATIVE

GROWTH ATTAINMENT PROGRESS (OPTIONAL)
EVALUATOR NARRATIVE

INDIVIDUAL PROFESSIONAL GROWTH PLAN PROGRESS (OPTIONAL)
EVALUATOR NARRATIVE

SIGNATURES

The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the review has been discussed.

We have discussed the evaluation.

Evaluator: _____ Date: _____

Employee: _____ Date: _____