PROVISO AREA FOR EXCEPTIONAL CHILDREN
1000 VAN BUREN
MAYWOOD, IL 60153

LEADERSHIP ASSESSMENT OF PROFESSIONAL STANDARDS
PRINCIPAL/ASSISTANT PRINCIPAL SELF-ASSESSMENT FORM

2016-2017

DATE:

NAME:

ASSIGNMENT:

**Professional Development activities attended and earned credits this contract year (Administrator Academies, graduate work, workshops, etc):

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

I-a: Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to school improvement for all learners.

| Collaborates to Develop And Maintain a Shared Vision of High Expectations | Co-creates a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness. | Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness for all students | Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; gives staff limited input into the development | Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff to have high academic expectations. | 1). There is a visible alignment between the vision and the school goals (Observations and artifacts: the School Improvement Plan, School Report Card, and grade level goals). 2). School vision and goals are shared with stakeholder groups (Observations and artifacts: presentation to stakeholders). 3). Building level staff development plan supports and is aligned to the School Improvement Plan (SIP) and the district vision and mission (Observations and artifacts: the SIP and the building development plan). 4). Written values and beliefs reflect high expectations for all students (Observations and artifacts: school level and grade level goals). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

I-c: Conducts difficult but crucial conversations with individuals, teams and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

| Conducts Difficult Conversations to Improve Student Results | Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams, and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data. | Addresses areas of underperformance in a timely manner with individuals, team and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary | Inconsistently addresses areas of underperformance and/or may only address concerns to a sub-set of the staff; inconsistently holds conversations on improving and enhancing student learning results | Does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results. | 1). School staff development plan addresses difficult conversations to improve and enhance student learning. (Observations and artifacts: School Improvement Plan). 2). Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations. (Observations and artifacts: team meeting minutes or staff development plans). 3). Faculty meetings are focused on improving results (Observations and artifacts: meeting agendas and minutes). |

Indicator Rating –

Principal/Assistant Principal Comments –

STANDARD I RATING -

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

II-a: Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student performance.

| Assesses the Current State of School Performance | Completes a comprehensive assessment of the school's strengths/weaknesses including an assessment of the school practices and student learning outcomes. | Assesses the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous year's school improvement plan to track and review progress. | Uses limited data to assess current student achievement results and school practices. | Does not ask the current state of the school and/or does not use data to assess student achievement or overall school performance. | 1). Uses disaggregated student data to determine the current state of the school (Observations and artifacts: analysis of data, RtI data and team minutes, formative and summative assessment analysis, and the SIP). 2). SIP reflects current state of the school developed through analysis of disaggregated data. (Observations and artifacts: grade level targets, analysis of data, RtI data and team minutes, formative and summative assessment analysis, and the SIP). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

II-b: Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly.

| Creates a Safe, Clean, and Orderly Learning Environment | Plans for and implements facility and equipment expansions and improvements and identifies creative solutions to maximize space; complies with all components of the safety drill and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety. | Ensures learning environment is conducive to learning and is positive; supervises facilities and equipment management to enhance that the school environment is safe; complies with the Illinois Safety Drill Act. | Ensures that the school environment is relatively safe and is in basic compliance with the School Safety Act. | Does not ensure that the school is safe; does not comply with the School Safety Act. | 1). Routines and procedures are in place, discussed, and implements. (Observations and artifacts: severe weather drill plans, school crisis plan, completed Illinois Drill documentation form, building rules are posted, student handbooks/parent handbook, bus duty and hall duty schedules). 2). School is clean and safe-all basic facilities are in working order. (Observations and artifacts: bathrooms, windows, sinks, locks). 3). Physical plant supports major academic priorities/initiatives. (Observations and artifacts: reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

II-c: Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the School Improvement Plan targets.

| Allocates Resources to Support Student Learning | Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources and is relentless in actively assessing human and fiscal resources that align to strategic priorities to support the achievement of the SIP targets; builds a capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas. | Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures the school is financially secure in the long term. | Sees the school's resources as given and is not knowledgeable of possibilities for addressing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school's goals. | Unable to accurately assess and/or leverage school and district resources; does not effectively manage the building budget. | 1). Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment. (Observations and artifacts: building staff development plan, budget, professional learning structures, and the SIP). 2). Finances and other resources are aligned with strategic priorities. (Observations and artifacts: budget and run rate). 3). Support Staff (e.g., ELL, literacy and math teachers and gifted and talented instructors) are strategically utilized to support the implementation of the SIP (Observations and artifacts: teacher schedules, the SIP, and school budget). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
Prioritizes Time	Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning: organizes how professional time is used and adjusts how time is spent to support student learning activities.	Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	Prioritizes the use of school time to ensure that staff activities sometimes focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting activities.	Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time-wasting or low impact activities.	1). Organizes adults into learning communities whose goals are aligned with those of the district and the school. (Observations and artifacts: Building staff development plan and calendar of professional learning). 2). School time is focused on the improvement of student achievement in alignment with the SIP and the district and school goals. (Observations and artifacts: periodic assessments, team meetings and team minutes, walk-through data).

**Indicator Rating –

**Principal/Assistant Principal Comments –

| Element: | Distinguished (4) | Proficient (3) | Basic (2) | Unsatisfactory (1) | Examples of Evidence |

==II-d: Utilizes current technologies to support leadership and management functions.==

| Employs Current Technologies | Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents. | Identifies and consistently applies new technologies to improve and support leadership and management functions | Demonstrates limited knowledge and application of current technologies to support leadership and management functions. | Does not utilize current technology to support leadership and management functions. | 1). Communication among leadership, staff, students and parents utilizing current technological tools. 2). Models incorporation of various current technological hardware and software resources/tools. |

**Indicator Rating –

**Principal/Assistant Principal Comments –

==****OVERALL STANDARD II RATING**== -

Standard III: Improving Teaching and Learning

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

III-a: <mark>Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.</mark>

Implements Curriculum Scope and Sequence	Ensures year end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence.	Improves components of the instructional scope and sequence to improve alignment with year-end goals.	Attempts to ensure scope and sequence are aligned with year-end goals.	Does not or cannot ensure scope and sequence align to year-end goals.	1). Systems ensure the lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness tract. (Observations and artifacts: assessment calendar and grade and content curriculum guide). 2). Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Common Core standards. (Observations and artifacts: staff lesson plans).

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

III-b: Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement, and celebrate successes.

| Implements Data Driven Decision Making | Consistently uses and analyses multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas. | Uses data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school-wide strategies for instructional improvement. | Uses a few data sources to drive instructional direction and uses data appropriately to identify school-wide areas of improvement. | Uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices. | 1). Key data is reviewed at every meeting and all teachers are aware of school and grades targets and have aligned individual targets for their students. (Observations and artifacts: analysis of data, RtI data and team minutes, formative and summative assessment analysis, the SIP, and evidence of how data is used).
 2). Uses aggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement. (Observations and artifacts: analysis of data, RtI data and team minutes, formative and summative assessment analysis, the SIP, and evidences of how data is used).
 3). Multiple analyses of student performance data is examined to support decision making. (Observations and artifacts: grade level performance data, subject-area performance data, individual student performance data, student work and evidence of data use in team meetings and planning). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

III-e: Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal Observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.

| Evaluates Staff | Completes all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation. | Implements a goal setting process, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes. | Attempts to implement and communicate a clear evaluation process that includes limited observation and student outcome data. | Does not have a clear or consistent evaluation process; does not complete evaluations. | 1). Performance expectations are clear and aligned with district's policies, and school mission and school-wide expectations. (Observations and artifacts: schedule of teacher observations and teacher goal setting worksheet). 2). Teachers receive frequent observations and actionable feedback. (Observation and artifacts: evaluation documentation and consistency between proactive ratings and student outcomes over time). |

Indicator Rating –

Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

III-f: Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.

| Develops an Instruction Team | Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work. | Ensures that effective teacher teams use student learning data and student work to advance student outcomes. | Introduces common team structures and expectations for teacher teams. | Does not create consistent teacher team structures. | 1). Structures are established for job-embedded collaborative learning. (Observations and artifacts: professional learning communities, common planning time, protocols for examination of practices designed to guide collaboration). 2). Instructional teams support adult learning and student achievement. (Observations and artifacts: teacher team conversations about formative student data, teacher team meetings about instructional strategies, instructional consistency, instructional development of staff, building staff development, evaluation data). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

III-g: Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose.

| Implements Professional Learning | Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities. | Creates multiple structures for teacher learning including large group professional development, grades level and content team specific development; protects staff time for development opportunities. | Relies on whole group development sessions including trainings on how data should be used, with some specific supports. | Does not offer professional development and support that is timely, relevant or differentiated. | 1). Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals. (Observations and artifacts: teacher team meetings, building staff development plan, and peer visitations).
2). Staff develops a broad repertoire of instructional strategies that they reference in their lesson plans).
3). Structures are established for job-embedded collaborative learning. (Observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

**OVERALL STANDARD III RATING –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

IV-a: Creates, develops and sustains relationships that result in active student engagement in the learning process.

| Builds On-Going Relationships | Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups. | Enhances and maintains trusting relationships among and between a variety of stakeholder groups. | Articulates a belief that building and maintaining relationships are important, but may not be able to establish or enhance relationships. | Does not develop positive relationships and/or undermines positive relationships that exist. | 1). Processes are in place to insure multiple opportunities for school staff to meet, interact and work with families and members of the community. (Observations and artifacts: building climate community results, community and university partnerships). 2). Staff and community members reports are positive with the principals and other members of the school. |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

IV-c: Proactively engages families and communities in supporting their child's learning and the school's learning goals.

| Engages Families | Continuously creates two-way links between family presence in the school environment and the instructional program. | Respectfully informs families of learning expectations and specific ways they can support their children's learning. | Shares the school values with families and with the community | Does not make time to meet with families and is openly disrespectful or dismissive of the role of families. | 1). Families are included and invested in the school community. (Observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy. 2). Families are aware of learning expectations and strategies to support student learning outside the school day. (Observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy.). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

IV-d: Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.

| Demonstrates personal Resolve and Response to Challenges | Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff. | Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges. | Sometimes demonstrates resolve, but may not lose focus or make concessions on student achievement goals in the face of persistent challenges. | Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges. | Processes are in places to identify and address challenges whey they arise. (Observations and artifacts: staff feedback survey data, building climate survey, and superintendent observations). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

**STANDARD IV OVERALL RATING –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

V-a: Treat all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff.

Models Equity and Dignity	Develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect.	Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed.	Meets all legal requirements for work relationships; takes limited actions when inappropriate conduct is reported or observed.	Does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take swift appropriate actions when inappropriate conduct is reported or observed.	All staff are treated with respect and conflicts are dealt with quickly and efficiently. (Observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report data).

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence
<mark>V-b: Demonstrates personal and professional standards and conduct that enhances the image of the school and educational profession. Protects the rights and confidentiality of students and staff.</mark>					
Protects Rights and Confidentiality	Teaches all staff about FERPA and develops systems to ensure that on-going training and monitoring occur.	Follows FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to student (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	Implements most parts of FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to improve practice.	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA.	1). Staff are aware of the laws, policies, procedures and guidelines around student confidentiality. (Observation and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights). 2). Parents are aware of their rights. (Observations and artifacts: parent handbook, protocols for sharing IEP minutes).

**Indicator Rating –

**Principal/Assistant Principal Comments –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

V-c: Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.

| Recognizes the Strengths of a Diverse Population | Recognizes and integrates the learning opportunities that come from a diverse community. | Examines and addresses any school structures or school practices that limit the participation of groups of students and families. | Demonstrates personal comfort talking about diversity and culture and takes the steps to develop personal skill set. | Demonstrates limited awareness of the impact of the impact of diversity on student learning. | 1). School actively creates opportunities for all community members to support diverse student needs. Observations and artifacts: professional learning activities build capacity of staff to support diverse student needs). 2). Opportunities exist for students to be in diverse cultures. (Observations and artifacts: partnerships with schools that may have different populations, intra-school conversations for students to explore culture and diversity). |

**Indicator Rating –

**Principal/Assistant Principal Comments –

**STANDARD V OVERALL RATING –

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

VI-a: Builds a culture of high expectations and achievement for every student.

| Links Aspiration to College and Career Opportunities | Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievements; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations. | Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities. | Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school; provides limited exposure to college and career opportunities. | Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school; provides limited exposure to college and career opportunities. | 1). Growth, no just attainment is recognized. (Observations and artifacts: parent education programming on growth and attainment). 2). Effective effort is acknowledged and celebrated. (Observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition effort). 3). Students and families engage in rich college-going and career access experiences. (Observations and artifacts: college visits, community partnerships, job shadowing, internship, field trips, career day, family college and career awareness programming, and career programs). 4). Students communicate their aspirations and can identify connections to current learning goals. (Observations and artifacts: student goal sheets). |

**Indicator Rating –

**Principal/Assistant Principal Comments -

	Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

VI-b: Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.

| Translates the School Values into Specific Behaviors | Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders. | Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff delivers clear and consistent messaging about values and behaviors to students. | Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors. | Does not make values or behavioral expectations clear to staff or students. | 1). Values and behaviors are referenced in daily school structures. (Observations and artifacts: SIPs, PBIS building plan, code of conduct, parent/student handbook, and referral logs- discipline, tardies, absences). 2). A system of positive and negative consequences is consistent across classrooms, grades and content areas. (Observations and artifacts: PBIS building plan, code of conduct, parent/student handbook, referral logs – discipline, tardies, and absences). 3). Written values and beliefs reflect high expectations for all students. (Observations and artifacts: school level and grade level goals). |

**Indicator Rating –

**Principal/Assistant Principal Comments -

Element:	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Examples of Evidence

VI-c: Leads a school culture and environment that successfully develops the full range of students' learning capacities – academic, creative, social-emotional behavioral, and physical.

| Creates a Culture that Supports Effective Effort | Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance, and persistence); incorporates effective effort into every aspect of the school culture. | Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance, persistence) for every student. | Introduces the concept of effective effort skills (Teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance and persistence); provides limited development for staff on how to build students' effective efforts skills. | Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement. | 1). Effective effort is acknowledged and celebrated. (Observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort).
2). Students describe and demonstrate effective effort behaviors and beliefs across classrooms. (Observations and artifacts: communication service and student work). |

**Indicator Rating –

**Principal/Assistant Principal Comments -

**STANDARD VI OVERALL RATING

PRINCIPAL STANDARDS SELF-ASSESSMENT NARRATIVE COMMENTS:

Standards Ratings Average –

Standard I – Living a Mission, Vision, and Beliefs for Results: ☐

Standard II – Leading and Managing Change: ☐

Standard III – Improving Teaching and Learning: ☐

Standard IV – Building and Maintaining Collaborative Relationships: ☐

Standard V – Leading with Integrity and Professionalism: ☐

Standard VI – Creating and Sustaining a Culture of High Expectations: ☐

All Professional Standards Overall Ratings must be "Needs Improvement" or better or the Summative Rating for the evaluation will be listed as "Unsatisfactory"

**PREVIOUS EVALUATION PROFESSIONAL PRACTICE GOALS AND PROGRESS:

**AREAS OF STRENGTH AND GROWTH OPPORTUNITIES IDENTIFIED IN THIS EVALUATION: