

Principal Evaluation Instrument

South Carolina Department of Education

“In many ways, the school principal is the most important and influential in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal’s leadership as the key to success.”

United States Senate Report, 1972

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. Principals will be rated on each standard by checking the category that most appropriately describes the principal’s performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Name of Principal

Date

Name of Superintendent/Designee

Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. • Implements, evaluates, and refines the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community. • Implements, evaluates, and refines selected portions of the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district’s mission and vision. • Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis. • Fails to implement, evaluate or refine the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates proficiency in analyzing research and assessment data. • Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Generally sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates some proficiency in analyzing research and assessment data. • Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates little proficiency in analyzing research and assessment data. • Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: _____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Seeks and allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements • Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Often seeks, and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to most local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data . • Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely seeks and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements. • Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements. • Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students. • Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff. • Involves parents, students, and the community in efforts to create and maintain a positive learning environment. • Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner. • Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. • Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. • Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner the majority of the time. • Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.. • Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. • Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. • Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. • Rarely manages conflict and crisis situations in an effective and timely manner. • Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;">☐ Exemplary</p>	<p style="text-align: center;">☐ Proficient</p>	<p style="text-align: center;">☐ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops an effective and interactive communications plan and public relations program. • Participates in school community activities. • Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs. • Creates and sustains a variety of opportunities for parent and community involvement in school activities. • Collaborates with staff to develop effective strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops a somewhat effective and interactive communications plan and public relations program. • Participates in selected school community activities. • Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs in most cases. • Creates and sustains some opportunities for parent and community involvement in school activities. • Collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Does not develop an effective and interactive communications plan and public relations program. • Rarely participates in school community activities. • Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. • Rarely considers diverse community interests and needs. • Misses opportunities for involving parents and the community in school activities. • Seldom collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation for all people. • Adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation in most circumstances. • Adheres to local, state, and federal requirements <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Inconsistently models respect, understanding, sensitivity, and appreciation for all people. • Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others. • Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Communicates effectively with stakeholders to support school and district goals. • Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others with few exceptions. • Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Typically communicates effectively with stakeholders to support school and district goals. • Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently demonstrates respect for others. • Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Usually does not communicate effectively with stakeholders to support school and district goals. • Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;">□ Exemplary</p>	<p style="text-align: center;">□ Proficient</p>	<p style="text-align: center;">□ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Encourages staff to set goals for professional growth. • Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Typically encourages staff to set goals for professional growth. • Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth. • Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Inconsistently encourages staff to set goals for professional growth. • Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 9: Principal’s Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal’s professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;">□ Exemplary</p>	<p style="text-align: center;">□ Proficient</p>	<p style="text-align: center;">□ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an appropriate plan for professional development consistent with school and district goals. • Establishes and maintains a professional network with other administrators. • Complies with district and state professional development requirements. • Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements a plan for professional development. • Establishes and maintains a limited professional network with other administrators. • Complies with district and state professional development requirements. • Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an inappropriate plan for professional development. • Does not establish or maintain a professional network with other administrators. • Complies with district and state professional development requirements some of the time. • Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Principal Summative Evaluation Form

Principal's Name: _____

School Year: _____

School: _____

District: _____

Performance Standard	Rating Profile		
	Exemplary	Proficient	Improvement Needed
1. Vision			
2. Instructional Leadership			
3. Effective Management			
4. Climate			
5. School/Community Relations			
6. Ethical Behavior			
7. Interpersonal Skills			
8. Staff Development			
9. Principal's Professional Development			

	Exemplary	Proficient	Improvement Needed
Overall Rating			

Signature of Principal

Date

Signature of Evaluator

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

