*Must be completed by June 1st.*

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| Administrator: |  | |
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| School: |  | | Title: |  | | | | | |
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| Appraiser: | |  | Conference Date: |  | / |  | / |  |  |

**Directions:** The Final Performance Appraisal is based on the total performance of the administrator with the approved administrator performance standards as a basis for making judgments. Please complete each section in the checklist and provide performance appraisal scores for each standard as well as an Overall Performance Appraisal Score using the Performance Scoring Guidelines. Provide evidence and comments in a narrative format, noting the performance indicators and behavioral examples exhibited by the administrator, as well as any data collected during the school year. Administrators may attach comments to the appraisal, and both their comments and the appraisal will become part of the official personnel file.

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| Appraisal for School Year: |  | – |  | Recertification Year: |  |  |

Enter date evidence was submitted, date of meeting, or number of occurrences in appropriate field(s) below:

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| Self-Assessment: |  | | / |  | / |  | Midyear Meeting: | |  | / |  | / |  |
|  | | | | | | | | | | | | | |
| Professional Goals: |  | |  |  |  |  |  | |  |  |  |  |  |
|  | | | | | | | | | | | | | |
| # of School Walks: | | | |  | Administrator Presentation of Work Samples: | | | |  | / |  | / |  |
|  | | | | | | | | | | | | | |
| # of Meeting Walks: | | | |  |  | | | | | | | | |
|  | | | | | | | | | | | | | |
| Other *(please specify)*: | |  | | | | | |  |  | / |  | / |  |

**Performance Scoring Guidelines**

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| Unacceptable-1  (APA) | Needs Improvement-2  (APA) |  | Applies-3  (APA) | Integrates-4  (APA) | Innovates-5  (APA) |

*\*A rating of* ***Unacceptable*** *or* ***Needs Improvement*** *in any domain will result in a Plan of Improvement*

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| **Performance Standard 1: Instructional Leadership**  *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.  1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.  1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.  1.4 Possesses knowledge of research-based instructional best practices in the classroom.  1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.  1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.  1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.  1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.  1.9 Provides the focus for continued learning of all members of the school community.  1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.  1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.  1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).  1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress. |
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| **Domain Rating (and Score):**   * Innovates (5) * Integrates (4) * Applies (3) * Needs Improvement (2) * Unacceptable (1) | **Comments:** |

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| **Performance Standard 2: School Climate**  *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.  2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.  2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.  2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.  2.5 Maintains a collegial environment and supports the staff through the stages of the change process.  2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.  2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.  2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.  2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.  2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.  2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community. |
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| **Domain Rating (and Score):**   * Innovates (5) * Integrates (4) * Applies (3) * Needs Improvement (2) * Unacceptable (1) | **Comments:** |

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| **Performance Standard 3: Human Resources Management**  *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.  3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.  3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.  3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.  3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.  3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.  3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.  3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.  3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills. |
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| **Domain Rating (and Score):**   * Innovates (5) * Integrates (4) * Applies (3) * Needs Improvement (2) * Unacceptable (1) | **Comments:** |

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| **Performance Standard 4: Organizational Management**  *The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.  4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.  4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.  4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.  4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.  4.6 Reviews fiscal records regularly to ensure accountability for all funds.  4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.  4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.  4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace. |
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| **Domain Rating (and Score):**   * Innovates (5) * Integrates (4) * Applies (3) * Needs Improvement (2) * Unacceptable (1) | **Comments:** |

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| **Performance Standard 5: Communication and Community Relations**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.  5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.  5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.  5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.  5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.  5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.  5.7 Provides a variety of opportunities for parent and family involvement in school activities.  5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.  5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.  5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence*.* |
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| **Domain Rating (and Score):**   * Innovates (5) * Integrates (4) * Applies (3) * Needs Improvement (2) * Unacceptable (1) | **Comments:** |

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| **Performance Standard 6: Professionalism**  *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession***.** |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.  6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.  6.3 Maintains a professional appearance and demeanor.  6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.  6.5 Maintains confidentiality.  6.6 Maintains a positive and forthright attitude.  6.7 Provides leadership in sharing ideas and information with staff and other professionals.  6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.  6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher***.***  6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge. |
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| **Domain Rating (and Score):**   * Innovates (5) * Integrates (4) * Applies (3) * Needs Improvement (2) * Unacceptable (1) | **Comments:** |

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| **Performance Standard 7: Student Academic Progress**  *The principal’s leadership results in acceptable, measurable student academic progress based on established standards.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.  7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.  7.3 Communicates assessment results to multiple internal and external stakeholders.  7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.  7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.  7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.  7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.  7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.  7.9 Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.  7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes. |
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| **Domain Rating (and Score):**   * Innovates (5) * Integrates (4) * Applies (3) * Needs Improvement (2) * Unacceptable (1) | **Comments:** |

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| **Overall Performance Appraisal by Standard:** | | **Enter 1,2,3, 4, or 5 for each standard** | | | **Calculate the score for each standard** | |
| Instructional Leadership | |  | X | .10 | = |  |
| School Climate | |  | X | .10 | = |  |
| Human Resources Management | |  | X | .10 | = |  |
| Organizational Management | |  | X | .10 | = |  |
| Communication and Community Relations | |  | X | .10 | = |  |
| Professionalism | |  | X | .10 | = |  |
| Student Academic Progress | |  | X | .40 | = |  |
| **Total *(****Add scores from each domain for overall rating)* | | | | | |  |
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| **Overall Performance Appraisal Rating:** | | | | | |
| * Innovates (4.5 – 5.0) | | | | | |
| * Integrates (3.5 – 4.4) | | | | | |
| * Applies (2.5 – 3.4) | | | | | |
| * Needs Improvement (1.5 – 2.4)\* | | | | | |
| * Unacceptable (1 – 1.4)\* | | | | | |
| *\*A rating of* ***Unacceptable*** *or* ***Needs Improvement*** *in any domain will result in a Plan of Improvement* | | | | | |
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**Appraiser’s Summative Comments:**

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**Administrator’s Recommendations:**

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|  | Continue Employment on Teacher Performance Appraisal |  | Next Cycle Year |
|  | | | |
|  | Begin Procedure To Address Performance Problem |  | Plan of Improvement is Attached |

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| Total number of days taken this year (excluding professional/personal leave or long-term illness): |  |

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| --- | --- |
| Total number of days taken for professional leave: |  |

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| --- | --- | --- | --- | --- |
| Meets County’s acceptable attendance policy? |  | Yes |  | No |

Administrator’s Comments:

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|  |  |  | / |  | / |  |
| Administrator Signature\* | Date | | | | |

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| Evaluator Signature | Date | | | | |

\*Administrator’s signature does not imply agreement with the observations, but only that the appraisal has been discussed and a copy received by the administrator.

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| **COPIES:** |  | Human Resources\* |  | Evaluator |  | Administrator |

\*Send copy to Human Resources by June 15.