BUILDING LEVEL EVALUATION FORM
SUMMATIVE EVALUATION

Administrator   **School Year**

Position   **Building**

Evaluator

Standard 1: Mission, Vision, and Core Values
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

1A- Develop, implement, and monitor an educational Mission for the school to promote the academic success and well-being of each student.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

1B- Develop, implement, and monitor an educational Vision for the school to promote the academic success and well-being of each student. .
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

1C- Articulate, advocate, and cultivate the Core Values that define the school's culture and stress the imperative of child-centered education.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Supervisor Comments:

Standard 2: Curriculum, Instruction, and Assessment
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

2A - Develop and implement coherent systems of curriculum that are responsive to student needs, embody high expectations for student learning, align academic standards within and across grade levels.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

2B - Develop and implement coherent systems of instruction that are responsive to student needs, embody high expectations for student learning, consistent with academic standards within and across grade levels.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

2C - Employ valid and varied assessments that provide data to improve student growth, drive professional development, and to improve curriculum and instruction.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

2D - Promote instructional practice that is consistent with knowledge of learning theory, effective pedagogy, and is differentiated and student-centered.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

2E - Promote the effective use of technology in the service of teaching and learning.

( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Supervisor Comments:

Standard 3: Community of Care and Support for Students

Effective educational leaders cultivate a positive inclusive, caring, safe, and supportive school community that promotes the academic success and well-being of each student.

3A - Build and maintain a safe environment that meets the academic, social, emotional, and physical needs of students.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

3B-Incorporate the community cultures and languages into the school's learning environment.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

3C - Ensure that academic, civic, and social supports, services, extracurricular activities, and accommodations are in place to meet the diverse needs of each student.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

3D -Promote relationships that support student engagement and positive behavior.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Supervisor Comments:

Standard 4: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

4A - Provide for effective induction and mentoring of new personnel.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

4B - Promote the personal & professional well-being of faculty, staff, and self.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

4C -Foster continuous improvement of individual and collective instructional capacity to achieve improved student outcomes through actionable feedback and reflective practice.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

4D - Develop and support shared leadership within the school community.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Supervisor Comments:

Standard 5: Operations and Management
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

5A - Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

5B - Manage staff resources to optimize their professional capacity to address each student's learning needs.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

5C - Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

5D - Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

5E - Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

5F - Develop and manage productive relationships with: central office, school board, and feeder/connecting schools.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

5G - Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Administrator Comments:

Standard 6: Professional Community for Teachers and Staff
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

6A – Develop workplace conditions for teachers and other professional staff that promote professional development, practice, and student learning.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

6B – Empower and entrust teachers and staff with collective responsibility for meeting the needs of each student, pursuant to the mission, vision, and core values of the school.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

6C - Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of each student.

( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

6D - Promote shared accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

6E - Develop and support an environment that encourages working relationships that promote professional capacity and the improvement of practice.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

6F - Design and implement opportunities for collaborative professional learning.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Supervisor Comments:

Standard 7: Meaningful Engagement of Families and Community
Effective Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

7A - Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

7B - Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement that advocates for the needs and priorities of students, families, and the community.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

7C – Engage in approachable, accessible, and welcoming two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

7D - Provide opportunities for the school community to partner with families as a resource to support student learning in and out of school.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Supervisor Comments:

Standard 8: Ethics and Professional Norms
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

8A - Act ethically and professionally in all aspects of school leadership including personal conduct, relationships with others, decision making, and stewardship of the school's resources.

( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

8B – Model professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance that support learning and continuous improvement.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

8C – Promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

8D - Lead with interpersonal and communication skills, social-emotional insight, and appreciation for varied backgrounds and cultures.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

Supervisor Comments:

Standard 9: Equity and Cultural Responsiveness
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

9A - Address matters of equity and cultural responsiveness in all aspects of leadership which promotes and influences the best interests of members of the school community.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

9B - Promote a culture that recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

9C - Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success in compliance with policies, laws and regulations enacted by the local, state and federal authorities.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

9D - Identify and address institutional biases associated with race, class, culture, language, gender identity, sexual orientation, or special status and act with cultural competence and responsiveness in their interactions, decision making, and practice.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

9E - Promote the preparation of students to live productively in, and contribute to, the diverse cultural contexts of a global society.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

9F - Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and address student misconduct in a positive, fair, and unbiased manner.
( ) Ineffective ( ) Needs Improvement ( ) Effective ( ) Highly Effective

Supervisor Comments:
Standard 10: School Improvement
Effective educational leaders act as agents of continuous growth to promote each student's academic success and the school's improvement.

10A - Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and the district in a cohesive, systemic manner.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

10B - Communicate with and engage all stakeholders in a data driven process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

10C - Employ situationally-appropriate strategies for improvement, including interventions, adaptive approaches and implementation.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

10D - Develop and promote leadership capacity among teachers and staff for inquiry, experimentation, and innovation for student growth.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

10E - Develop appropriate systems of data collection, management, and analysis to share with the school, district office, and community stakeholders for student growth and school improvement.
( ) Ineffective   ( ) Needs Improvement   ( ) Effective   ( ) Highly Effective

Supervisor Comments:

Additional Supervisor Comments:

Building Level Administrator Comments:

Administrator Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____