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| **Northfield Public Schools**  **Principal Self-Assessment and Professional Growth Goal Setting**  ***(Based on the Minnesota Department of Education’s Alternative Form)*** | | | |
| Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Instructions for Principals:**   1. This format may be used at the discretion of the evaluator to complete the principal’s self-assessment and professional growth goal-setting process. This form would replace FORM A. 2. Using the Performance Measure and Indicator Rubric, assess yourself for each performance measure of leadership practice.    1. Determine an overall rating of *Exemplary*, *Accomplished*, *Satisfactory*, or *Unsatisfactory* for each performance measure.    2. Identify supporting evidence and add reflections for your ratings for each performance measure.    3. Consider past summative evaluations and evaluator feedback. 3. Reflecting on the entire self-assessment, summarize up to two areas for growth in your leadership practices. Draft your growth goal in each area, the strategies you will undertake, any resources or support that you need associated with that goal’s strategies, and the target date for and evidence of completing strategies.The Principal Growth and Improvement Plan from the last summative evaluation should be integrated into goals and strategies.   **Instructions for Evaluators:**   1. Review the principal’s self-assessment. 2. Comment on professional growth goals and individual school performance goals, indicating areas of agreement and any needed changes. 3. Conference with principal to review the self-assessment and comments.Finalize professional growth goals and strategies that the principal will undertake for professional growth in identified areas. | | | |
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| **PERFORMANCE MEASURE 1**  **Mission and Vision** | | |
| 1. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission, and high, measureable goals that prepare every student to succeed in post-secondary learning and to become responsible and contributing citizens. | | |
| 1. Articulates a vision and develops implementation strategies for change that result in measurable achievement gains for all students and close achievement gaps. | | |
| 1. Fosters a shared commitment to high expectations for student achievement, high standards of teaching and learning, and a culturally competent environment where diversity is valued. | | |
| 1. Establishes rigorous, measurable goals for instructional program decisions and staff learning experiences that are consistent with the school’s mission, vision, and core beliefs. | | |
| 1. Builds a strong and positive sense of community in the school by honoring the important roles of race and culture, its traditions, artifacts, symbols, values, and norms, as a contributor to student and school success. | | |
| Overall Rating for Performance Measure 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Evidence and reflection in support of the self-assessment: | | |

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| **PERFORMANCE MEASURE 2**  **Instructional Leadership** | | | |
| 1. Facilitates the development and communication of a shared vision and school culture of effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness. | | | |
| 1. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards. | | | |
| 1. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve learning and close identified gaps. | | | |
| 1. Facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high-yield instructional strategies that improve student learning. | | | |
| 1. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, job embedded, and based on the school’s learning needs. | | | |
| Overall Rating for Performance Measure 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Evidence and reflection in support of the self-assessment: | | | |
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| **PERFORMANCE MEASURE 3**  **Human Resources** | | | |
| 1. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups. | | | |
| 1. Provides timely, appropriate, quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning. | | | |
| 1. Implements a cohesive approach to recruitment, placement, induction, and retention of a highly qualified and effective staff. | | | |
| 1. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth | | | |
| 1. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations, and contract provisions and uses these processes to facilitate development, remediation, and/or removal of underperforming staff members. | | | |
| Overall Rating for Performance Measure 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Evidence and reflection in support of the self-assessment: | | | |
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| **PERFORMANCE MEASURE 4**  **Professional and Ethical Relationships** | | | |
| 1. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic successof all students the basis for all decision making. | | | |
| 1. Models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance. | | | |
| 1. Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances. | | | |
| 1. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively | | | |
| 1. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments. | | | |
| 1. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies. | | | |
| Overall Rating for Performance Measure 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Evidence and reflection in support of the self-assessment: | | | |
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| **PERFORMANCE MEASURE 5**  **Resource Management** | | | |
| 1. Distributes leadership responsibilities, shares decision making, and supervises daily ongoing management structures and practices to enhance teaching and learning. | | | |
| 1. Improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve the district and school’s vision, mission, and goals. | | | |
| 1. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning. | | | |
| 1. Manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment. | | | |
| 1. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies, and available resources and that is focused on and results in improved student achievement. | | | |
| Overall Rating for Performance Measure 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Evidence and reflection in support of the self-assessment: | | | |
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| **Areas for Growth—Professional Growth Goal 1** | | | |
| Indicator |  | | |
| Explanation |  | | |
| Growth Goal 1 |  | | |
| Strategies | | Resources Needed | Target Date  Evidence of Completion |
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| Evaluator Comments: | | | |
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| **Areas for Growth—Professional Growth Goal 2** | | | |
| Indicator |  | | |
| Explanation |  | | |
| Growth Goal 2 |  | | |
| Strategies | | Resources Needed | Target Date  Evidence of Completion |
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| Evaluator Comments: | | | |
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| The principal and evaluator will sign the Self-Assessment and Professional Growth Goal Setting to indicate that the professional growth goals have been shared, discussed, and agreed upon. | | | |
| Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |