HAMMONTON DISTRICT
PRINCIPAL EVALUATION SYSTEM

A. DIAGNOSIS & PLANNING

	HIGHLY EFFECTIVE 4	EFFECTIVE 3	IMPROVEMENT NECESSARY 2	DOES NOT MEET STANDARDS 1
1.Diagnosis	Involves stakeholders in a comprehensive diagnosis of the department's strengths and weaknesses	Carefully assesses the department's strengths and areas for development	Makes a quick assessment of the department's strengths and weaknesses	Does not gather much information on the department's strengths or weaknesses
2.Target	Gets strong staff commitment on a bold, ambitious 3-4 year student achievement target.	Builds staff support for a 3-4 year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
3.Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations	Manages resistance, low expectations, and fear of change	Tries to persuade resistant staff members to actively engage with the plan	Is discouraged and immobilized by staff resistance, fear of change, and low expectations
4.Tracking Progress	Regularly tracks student progress, gives and takes feedback and continuously improves performance	Periodically measures progress, listens to feedback and adjusts the department goals	Occasionally focuses on key data points and prods colleagues to improve	Is too caught up in daily crises to focus on emerging data
5.Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.

B. PRIORITY MANAGEMENT

	HIGHLY EFFECTIVE 4	EFFECTIVE 3	IMPROVEMENT NECESSARY 2	DOES NOT MEET STANDARDS 1
1.Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities accomplished	Plans for the year, month, week, and day, keeping the highest-leverage activities a priority	Comes to work with a list of tasks that need to be accomplished that day but is often distracted	Has a list in his/her head of tasks to be accomplished each day, but often loses track of priorities
2.Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas	Ensures that key teams meet regularly	Needs to call key team meetings because they are not in people's calendars	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need
3.Efficiency	Deals quickly and decisively with the highest-priority email and paperwork, delegating the rest. Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Has a system for dealing with email, paperwork, and administrative chores. Is healthy and focused by balancing work demands with healthy habits.	Tries to stay on top of email, paperwork, and administrative chores but is often behind. Is sometimes unfocused and inattentive because of fatigue and stress.	Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission Is unproductive and irritable because of fatigue and stress.
4.Resources	Taps all possible human and financial resources to support the department	Effectively brings additional human and financial resources to the department	Occasionally raises additional funds or finds volunteers to help the department	Is resigned to working with the standard department budget, which does not seem adequate
5.Supplies	Effectively supervises the ordering of supplies and materials and monitors department inventories	Supervises the ordering of supplies and has a grasp of department inventories	Ineffectively supervises the ordering of supplies and materials	Does not order supplies or materials, or places incorrect orders

C. COMMUNICATION & COLLABORATION

1.Meetings	In all staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect	Uses all staff meetings to get teachers sharing strategies and becoming more cohesive	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns	Rarely convenes staff members and/or uses meetings for one-way lectures on policies
2.Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible	Ensures that staff members know how and why key decisions are being made	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out	Makes decisions with little or no consultation, causing frequent resentment and morale problems
3.Expectations	Has total department buy-in on exactly what is expected for management procedures and discipline	Makes sure department members know what is expected for management procedures and discipline	Periodically reminds department members of policies on management procedures and discipline	Is constantly reminding department members what they should be doing in management and discipline
4. Conflict Resolution	Is effective in resolving conflicts within the department and with parents so that both parties feel positive about the resolution	Demonstrates appropriate dispute-resolution skills within the department and with parents	Is somewhat effective in resolving conflicts within the department and with parents	Does not take responsibility for resolving conflicts within the department or with parents
5.Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains	Shares student, classroom, department, and school-wide success and gives credit where it is due	Congratulates staff on "small wins" and other successes	Takes credit for improvements in department performances

D. CURRICULUM & DATA

	HIGHLY EFFECTIVE 4	EFFECTIVE 3	IMPROVEMENT NECESSARY 2	DOES NOT MEET STANDARDS 1
1.Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction	Provides teacher teams with previous year test data and asks them to assess students' current levels	Refers teachers to previous year test data as a baseline for current year instruction	Does not provide historical test data to teachers
2.Materials	Ensures that all teachers have high quality curriculum materials, technology, and training on how to use them	Gets teachers effective curriculum materials and technology resources	Works to procure good curriculum materials in applicable content areas	Leaves teachers to fend for themselves with curriculum materials
3.Interims	Ensures that high quality, aligned, common interim assessments are given by all teacher teams at least four times each year	Orchestrates common interim assessments to monitor student learning several times a year	Suggests that teacher teams give common interim assessments to check on student learning	Does not insist on common interim assessments, allowing teachers to use their own classroom tests
4.Monitoring	Uses data on grades, attendance, behavior and other variables to monitor & drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
5.Analysis Follow-up	Gets teams invested in following up assessments with effective reteaching, tutoring, & other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow up after tests.

E. SUPERVISION, EVALUATION, & PROFESSIONAL DEVELOPMENT

	HIGHLY EFFECTIVE 4	EFFECTIVE 3	IMPROVEMENT NECESSARY 2	DOES NOT MEET STANDARDS 1
1.Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching	Orchestrates regular teacher team meetings as the prime focus for professional learning	Suggests that teacher teams work together to address students' learning problems	Does not emphasize teamwork and teachers work mostly in isolation from colleagues
2.Supervision	Visits classrooms daily and gives helpful feedback	Makes unannounced visits to classrooms weekly and gives helpful feedback	Tries to get into classrooms but is often distracted by other events and rarely provides feedback	Only observes teachers in annual or bi-annual formal observation visits
3.Evaluation	Provides high quality written feedback to staff within the timeline established by the contract	Provides written feedback to staff within the timeline established by the contract	Provides some written feedback to staff during and at the end of the year; however, paperwork is not always completed on time	Provides no written feedback to staff during or at the end of the year, and/or paperwork is not completed on time
4.Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve	Provides redirection and support to teachers who are less than proficient	Criticizes struggling teachers but does not give them much help improving their performance	Shies away from giving honest feedback and redirection to teachers who are not performing well
5.Orientation	Plays a major role in effectively orienting new teachers to the expectations of the department, school, and district	Works to orient new department members to the expectations of the department, school, and district	Does the minimum introducing new department members to the expectations of the department, school, and district	Does not orient new department members to the expectations of the department, school, and district

F. Professional Responsibilities

	HIGHLY EFFECTIVE 4	EFFECTIVE 3	IMPROVEMENT NECESSARY 2	DOES NOT MEET STANDARDS 1
1.Ethics	Sets a stellar example for colleagues through impeccable ethical and professional behavior	Acts in an ethical and professional manner and conveys the clear expectation that colleagues will do likewise	Cuts corners and is not sufficiently attentive to ethical and professional standards, giving mixed messages to colleagues	Acts unethically or unprofessionally, setting a poor example for colleagues
2. Judgment	Is invariably ethical, honest and transparent, used impeccable judgment and respects confidentiality	Is ethical and transparent, uses good judgment and maintains confidentiality with students and staff	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information	Acts in an unethically questionable manner, uses poor judgment and/or discusses confidential information
3.Contributions	Frequently contributes valuable ideas and expertise to teacher teams, meetings, and committees to further the school and district's mission	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful	Does not contribute to teacher teams, meetings or committees
4. Professional Development	Devours best practices from fellow professionals, workshops, readings, study groups and other sources	Seeks out effective teaching ideas from fellow professionals, workshops, readings, study groups and other sources	Keeps an eye out for new ideas for improving teaching and learning	Is not open to ideas for improving teaching and learning
5.Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning	Fulfills compliance and reporting responsibilities to the district and beyond	Meets minimum compliance and reporting responsibilities with occasional lapses	Has difficulty keeping the school in compliance and district and other external requirements

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