*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

| Educator Name: Click here to enter text. | Area/Region Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

This tool, an alternative for the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year. Leadership and professional practices may be stronger in one type of environment than in another; this difference should be used to drive conversation to identify areas for professional supports. This tool may be updated throughout the year to encourage conversation and drive continuous reflection.

**Leadership Standards**

**Standard 1: Principal Supervisors dedicate their time to helping principals grow as instructional leaders.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Spends time in schools observing Principals and the effects of their leadership efforts. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Communicates effectively with principals and explains reasoning and research behind decisions and actions. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Monitors their use of time to ensure they are spending most of it in school developing principals as instructional leaders. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Principal Supervisors coach and support individual principals and engage in effective learning strategies to help principals grow as instructional leaders.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Uses evidence to provide principals timely, actionable feedback on their work as instructional leaders. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Supports principal development as instructional leaders through coaching, supervision, and connections to resources.  | Click here to enter text. | Click here to enter text. |
| Indicator 3: Provides or arranges differentiated learning opportunities to build principals’ capacity as instructional leaders. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Builds relationships with principals based on common goals, support, and mutual accountability. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Principal Supervisors use evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Gathers qualitative, quantitative, and observational evidence about principals’ capacity ensuring diverse learners’ needs are met. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Uses evidence from a variety of sources to assess current levels of principals’ proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning.  | Click here to enter text. | Click here to enter text. |
| Indicator 3: Supports, through coaching, principals’ implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Works with principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Provides feedback to central office staff about ways to improve services that support principals, schools, and student learning. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Works with central office administrators to drive changes to the district vision, strategies, and policies so they better support student learning and continuous improvement. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Professional Responsibilities Standards**

**Standard 1: Principal Supervisors engage principals in the formal principal evaluation process in ways that help them grow as instructional leaders.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Gathers high-quality qualitative, quantitative and observational evidence about principals’ capacity for instructional leadership. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Communicates and models how the NEPF evaluation process supports principal’s growth as instructional leader. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Collaborates with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional learning plan for achieving their goal. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Uses feedback and data from multiple sources (e.g., principals, supervisor, and peers) to reflect upon personal strengths and weaknesses and determine needed professional learning. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Seeks opportunities to increase their own professional knowledge in an effort to remain current on school leadership support, educational research, and evidence-based practices. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Sets pertinent and measurable professional learning goals to improve their leadership practice. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and provide equitable access to resources necessary for the success of each student.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Models and advocates for fair, equitable, and appropriate leadership practices with principals, with particular emphasis on student achievement, equity, and social justice. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Ensures principals are aware of school-wide access to the full range of integrated services to meet the diverse cultural and learning needs of each student. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Follows policies, regulations, and procedures specific to role and responsibilities. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Principal Supervisors support principals in building coherence of organizational vision, policies, and strategies to support schools and student learning.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform principal evaluation and coaching. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Assists principals in learning to allocate school resources in ways that best support staff and meet their school’s needs. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Provides feedback on the effectiveness of the district’s systems to support school-level leaders. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |