



Final Evaluation Report: Principals

Administrative and Supervisory Professional Growth System
Office of Human Resources and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

MCPS Form 430-69
October 2018
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Principal Name _____ MCPS Employee Number _____

Years of MCPS Administrative Experience _____ School(s) _____

Years of Administrative Experience _____

Director of Learning, Achievement, and Administration _____

Type of Evaluation

- First-year Principal
- Second-year Principal
- New to MCPS
- Veteran
- Special Evaluation
- Change in Level

Directions: Evaluators complete a narrative description of the principal’s performance based on the leadership standards listed below. The narrative includes a context paragraph, background information, and data that is listed and gathered as stated in the evaluation process for principals.

Dates of Observations _____

Dates of Conferences _____

Final Rating Highly Effective Effective Ineffective

A Highly Effective Principal: Meets all 10 standards:

A principal who consistently initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and the well-being for every student. A principal who consistently communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. A principal who consistently develops school leadership to respond to school needs from a data-driven lens.

An Effective Principal: Meets all 10 standards with an identified area for growth:

A principal who initiates and engages in self-motivated leadership practices to foster meaningful collaboration and distributive leadership that promote equitable academic outcomes and well-being for every student. A principal who communicates and implements a school vision with high expectations for school leadership that is ethical, equitable, and results in school improvement. A principal who develops school leadership to respond to school needs from a data-driven lens.

An Ineffective Principal: Does not meet 1 or more of the 10 standards:

A principal who inconsistently implements a school vision. A principal who inconsistently and/or rarely initiates a response without direction from the principal supervisor. The principal demonstrates limited to inadequate improvements in response to the support provided by the principal supervisor.

Evaluator’s Signature _____ Date _____

Principal’s Signature _____ Date _____

Vision and Leadership Expectations:

Standard I: Mission, Vision, and Core Values—The principal is an educational leader who develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard II: Ethics and Professional Norms—The principal is an educational leader who acts ethically and according to professional norms to promote each student’s academic success and well-being.

Standard III: Equity and Cultural Responsiveness—The principal is an educational leader who strives for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Standard IV: School Improvement—The principal is an educational leader who acts as an agent of continuous improvement to promote each student’s academic success and well-being.

Teaching and Learning

Standard V: Curriculum, Instruction, and Assessment—The principal is an educational leader who develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Standard VI: Community of Care and Support for Students—The principal is an educational leader who cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard VII: Professional Capacity of School Personnel—The principal is an educational leader who develops the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Standard VIII: Professional Community for Teachers and Staff—The principal is an educational leader who fosters a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Meaningful Engagement

Standard IX: Meaningful Engagement of Families and Community—The principal is an educational leader who engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Operations and Management

Standard X: Operations and Management—The principal is an educational leader who manages school operations and resources to promote each student’s academic success and well-being.

Narrative Description: Evaluators complete a narrative description containing a context paragraph, background information and data sources used for the evaluation.

Directions: Write at least one claim statement followed by several examples of supporting evidence for each of the A&S standards under each of the corresponding four MCPS themes.

Vision and Leadership Expectations:

Teaching and Learning

Meaningful Engagement

Operations and Management