



**Georgia Department of Education  
Leader Keys Evaluation System**

**Performance Standard 2: School Climate**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Ineffective</b>
The leader seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive.	The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, <b>or</b> sustaining an academically rigorous, positive, <b>or</b> safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, <b>or</b> sustaining an academically rigorous, positive, <b>or</b> safe school climate for all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			

**Performance Standard 3: Planning and Assessment**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Ineffective</b>
The leader proactively seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance.	The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions are sometimes inconsistent with established guidelines, policies, and procedures.	The leader frequently fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions frequently do not conform to established guidelines, policies, and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			

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**Performance Standard 4: Organizational Management**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Ineffective</b>
The leader is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, <b>or</b> oversees the school's organization, operation, <b>or</b> use of resources.	The leader inadequately supports, manages, <b>or</b> oversees the school's organization, operation, <b>or</b> use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			

**Performance Standard 5: Human Resources Management**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Ineffective</b>
The leader consistently demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel which results in a highly productive workforce (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).	The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, <b>or</b> retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, <b>or</b> retains quality instructional and support personnel.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			

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**Performance Standard 6: Teacher/Staff Evaluation**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Ineffective</b>
The leader provides teachers and staff with highly effective formative and summative feedback which results in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process.	The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but does not consistently follow state and district guidelines. Feedback is not consistently timely, constructive, <b>or</b> focused on improved student learning.	The leader does not fairly evaluate school personnel <b>or</b> does not follow state or district guidelines. Feedback fails to be either timely, constructive, <b>or</b> focused on improved student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			

**Performance Standard 7: Professionalism**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Ineffective</b>
The leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader is inconsistent in demonstrating professional standards, engaging in continuous professional development, <b>or</b> making contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, <b>or</b> making contributions to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			

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**Performance Standard 8: Communication and Community Relations**

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Ineffective</b>
The leader proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates <b>or</b> infrequently collaborates on issues of importance to stakeholders.	The leader demonstrates inadequate <b>or</b> detrimental communication <b>or</b> collaboration with stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Specific Comments:</i>			

**Commendations:**

**Areas Noted for Improvement:**

\_\_\_\_\_  
*Principal's Signature/Date*

\_\_\_\_\_  
*Evaluator's Signature/Date*