

Crosslake Community School

Anonymous Internal Performance Review Surveys

Superintendent • In-Person Principal • Online Principal • Online Assistant Principal

About This Document

This document contains four structured, anonymous performance review surveys — one each for the Superintendent, In-Person Principal, Online Principal, and Online Assistant Principal positions. Each survey is designed to gather actionable, quantitative feedback on observable leadership behaviors, organized around the responsibilities described in each position's job description and the district's Strategic Roadmap.

This document is the source specification. Each survey is deployed to respondents through Google Forms.

Design principles

- Behaviorally-anchored frequency scale: respondents rate how often a behavior is observed, not whether they agree or disagree with the leader.
- "Insufficient Information" option on every item: respondents who have not had the opportunity to observe a behavior can indicate that, which produces cleaner data than forcing a guess.
- Each survey opens with a brief description of the role being evaluated, so respondents calibrate their ratings to the actual scope of the position.
- Items are tied to observable actions drawn from job descriptions and standard principal-effectiveness rubrics. They are intended to apply to any leader in the position, not to any specific individual.
- Domains covering professional conduct (alignment with direction, information stewardship, fair treatment, boundaries, process compliance, conflict handling, self-correction) are integrated alongside operational and instructional domains — not segregated — so they read as standard performance evaluation rather than as a separate trust audit.
- Open-response prompts are limited to two narrowly-scoped, forward-looking questions designed to elicit constructive input rather than general commentary.

Administration

- Each survey is deployed via Google Forms.
- The Superintendent survey is sent to the Board of Education, both Principals and the Online Assistant Principal, district managers and coordinators, program leads, and selected teaching and specialist staff who interact directly with the Superintendent.
- The In-Person Principal survey is sent to in-person teachers, in-person special education and student support staff, in-person engagement and MnMTSS leads, in-person administrative and operations staff, and district support staff who work directly with the in-person program.
- The Online Principal survey is sent to the Online Assistant Principal, online teachers and learning coaches, online special education and student support staff, online engagement, MnMTSS, and

coach leads, online administrative staff, and district support staff who work directly with the online program.

- The Online Assistant Principal survey is sent to online program staff who interact directly with the Assistant Principal.
- Surveys are administered during CCS staff professional development days May 26–28, 2026, with intentional time allocated within the PD agenda for completion. Board member respondents (Superintendent survey) receive the link by email during the same window.
- Reminders are delivered in person at the start of each PD day rather than by email.
- Items with fewer than five responses are suppressed in reporting to protect anonymity.
- Reported slices use only one context variable at a time (role, tenure, program, or interaction frequency). These are not cross-tabulated, so that every reported group remains at five or more respondents.
- Results are reported as aggregated frequency distributions and mean scores per domain.
- Open responses are summarized thematically. Verbatim responses are not shared.
- Data review and report compilation is completed before the June 22, 2026 Board meeting, at which a summary and next steps overview of the Superintendent survey results is presented. Operational details on deployment, distribution, and reporting are documented in the CCS Performance Review Survey Deployment Guide.

Scale used throughout

Items are rated on a 5-point frequency scale, plus an "Insufficient Information" option:

- Almost Never (0–20% of the time)
- Rarely (21–40% of the time)
- Sometimes (41–60% of the time)
- Often (61–80% of the time)
- Almost Always (81–100% of the time)
- Insufficient Information to Evaluate

Domain-level overall ratings use a five-point performance scale (Significantly Below Expectations through Significantly Exceeds Expectations) plus Insufficient Information.

Survey 1: Superintendent

Anonymous Performance Review

Board Approved: May 18, 2026

About the Superintendent Role

The Superintendent serves as the chief administrator and educational leader of Crosslake Community Schools, reporting directly to the Board of Education. The Superintendent is responsible for district-wide leadership across both the In-Person (PreK–8) and Online (K–12) programs: strategic direction, fiscal management, regulatory and authorizer compliance, supervision of the Principals and district support staff, and implementation of the Strategic Roadmap. The Superintendent does not directly supervise classroom instruction, school-level operations, or day-to-day building decisions — those are led by the Principals. When rating the Superintendent, focus on district-level leadership and how this leader supports the leaders who run the programs.

Purpose

This survey gathers structured feedback on the performance of this position. Its purpose is to inform the leader's professional growth, identify where additional support is needed, and surface patterns the supervisor and board should be aware of.

This is not a forum for concerns about specific individuals other than the leader being evaluated, personal grievances, or matters that belong in a different process (HR complaint, mandated reporting, or board governance). Responses that name specific other individuals or describe specific incidents may be redirected to the appropriate channel.

How responses are used

- Responses are anonymous. No identifying information is collected.
- Quantitative ratings are aggregated and reported in summary form.
- Items with fewer than five responses are not reported, to protect anonymity.
- Open-response items are reviewed for themes; verbatim responses are not shared.
- Results are shared with the supervisor of record and, where appropriate, with the leader being evaluated.

How to rate each item

Each item describes an observable behavior. Rate how often you have observed this leader demonstrating that behavior during the evaluation period. If you have not had enough opportunity to observe the behavior, select "Insufficient Information" — this is more useful than guessing.

Focus on what you have observed, not on what you have heard from others or how a situation made you feel.

Respondent Context

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
45. Acknowledges when a decision was wrong and adjusts course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Receives feedback from the board and direct reports in a way that invites continued input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Domain Ratings

After completing the items above, provide a single overall rating for each domain. This is your overall impression based on the items in that domain.

Domain	Significantly Below Expectations	Below Expectations	Meets Expectations	Above Expectations	Significantly Exceeds Expectations	Insufficient Information
Strategic Leadership & Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with Board Direction & Strategic Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operational, Fiscal & Compliance Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision, Staff Development & Fair Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board Relations & Governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Stewardship & Truthfulness with the Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication & Conflict Handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Boundaries & Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment, Decision-Making & Self-Correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Constructive Input

The two prompts below ask for forward-looking, constructive input. Please keep responses focused on observable practices and specific suggestions. Comments about specific individuals other than the leader being evaluated should be raised through the appropriate channel (HR, supervisor) rather than here.

1. What is one specific practice this leader does well that you would like to see continue?

Describe an observable behavior, not a general impression. (Optional)

2. What is one specific practice this leader could change or develop that would most improve their effectiveness?

Describe an observable behavior and, if possible, suggest what could replace it. Avoid naming other staff members or describing specific incidents. (Optional)

Survey 2: In-Person Principal

Anonymous Performance Review — Crosslake Campus (PreK–8)

About the In-Person Principal Role

The In-Person Principal serves as the principal administrator for CCS's PreK–8 Seat-Based Program at the Crosslake campus, reporting to the Superintendent. The Principal is responsible for the day-to-day operation of the in-person school: instructional leadership, supervision and evaluation of teaching and support staff, student support and discipline, school climate, family and community engagement, campus safety, and operational management of the building. The Principal does not supervise the online program or district support staff — those areas are led by the Online Principal and district managers respectively. When rating the In-Person Principal, focus on the quality of leadership of the in-person school as you observe it.

Purpose

This survey gathers structured feedback on the performance of this position. Its purpose is to inform the leader's professional growth, identify where additional support is needed, and surface patterns the supervisor and board should be aware of.

This is not a forum for concerns about specific individuals other than the leader being evaluated, personal grievances, or matters that belong in a different process (HR complaint, mandated reporting, or board governance). Responses that name specific other individuals or describe specific incidents may be redirected to the appropriate channel.

How responses are used

- Responses are anonymous. No identifying information is collected.
- Quantitative ratings are aggregated and reported in summary form.
- Items with fewer than five responses are not reported, to protect anonymity.
- Open-response items are reviewed for themes; verbatim responses are not shared.
- Results are shared with the supervisor of record and, where appropriate, with the leader being evaluated.

How to rate each item

Each item describes an observable behavior. Rate how often you have observed this leader demonstrating that behavior during the evaluation period. If you have not had enough opportunity to observe the behavior, select "Insufficient Information" — this is more useful than guessing.

Focus on what you have observed, not on what you have heard from others or how a situation made you feel.

Respondent Context

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
7. Sets clear performance expectations for teaching and support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Completes staff evaluations on time and in accordance with the evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Provides feedback that is specific and actionable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Applies expectations and standards consistently across staff regardless of personal relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Treats staff members the same after they raise a concern, ask a hard question, or disagree with a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Distributes opportunities (committees, leadership roles, professional development) equitably among qualified staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Addresses underperformance directly rather than letting issues persist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Student Support & School Climate

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
14. Maintains visible presence with students throughout the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Supports MTSS / tiered intervention processes for students who need additional support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Responds to student behavior and wellbeing concerns in a timely, fair manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Coordinates with Special Education and Student Support Services on student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Follows through on commitments made to students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Process & Documentation Compliance

Domain	Significantly Below Expectations	Below Expectations	Meets Expectations	Above Expectations	Significantly Exceeds Expectations	Insufficient Information
Staff Supervision, Development & Fair Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support & School Climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process & Documentation Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family & Community Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Operations & Facilities Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with District Direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Stewardship & Upward Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment, Decision-Making & Self-Correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Constructive Input

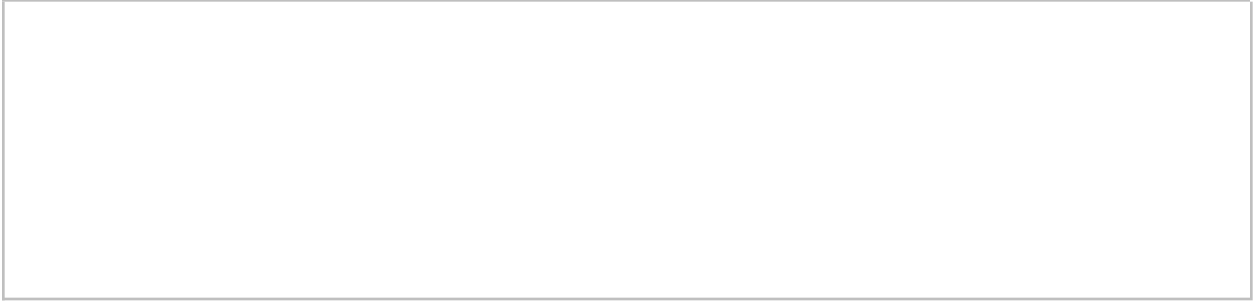
The two prompts below ask for forward-looking, constructive input. Please keep responses focused on observable practices and specific suggestions. Comments about specific individuals other than the leader being evaluated should be raised through the appropriate channel (HR, supervisor) rather than here.

1. What is one specific practice this leader does well that you would like to see continue?

Describe an observable behavior, not a general impression. (Optional)

2. What is one specific practice this leader could change or develop that would most improve their effectiveness?

Describe an observable behavior and, if possible, suggest what could replace it. Avoid naming other staff members or describing specific incidents. (Optional)

A large, empty rectangular box with a thin black border, intended for the user to describe an observable behavior and suggest a replacement. The box is currently blank.

Survey 3: Online Principal

Anonymous Performance Review — Online Program (K–12)

About the Online Principal Role

The Online Principal serves as the principal administrator for CCS's K–12 Online Program, reporting to the Superintendent. The Principal is responsible for the day-to-day operation of a statewide online school: instructional leadership in the virtual environment, supervision and evaluation of online teaching and support staff, student support and behavior, virtual community building, family engagement across Minnesota, online learning platforms, and operational management of a geographically distributed program. The Principal does not supervise the in-person program or district support staff — those areas are led by the In-Person Principal and district managers respectively. When rating the Online Principal, focus on the quality of leadership of the online program as you observe it.

Purpose

This survey gathers structured feedback on the performance of this position. Its purpose is to inform the leader's professional growth, identify where additional support is needed, and surface patterns the supervisor and board should be aware of.

This is not a forum for concerns about specific individuals other than the leader being evaluated, personal grievances, or matters that belong in a different process (HR complaint, mandated reporting, or board governance). Responses that name specific other individuals or describe specific incidents may be redirected to the appropriate channel.

How responses are used

- Responses are anonymous. No identifying information is collected.
- Quantitative ratings are aggregated and reported in summary form.
- Items with fewer than five responses are not reported, to protect anonymity.
- Open-response items are reviewed for themes; verbatim responses are not shared.
- Results are shared with the supervisor of record and, where appropriate, with the leader being evaluated.

How to rate each item

Each item describes an observable behavior. Rate how often you have observed this leader demonstrating that behavior during the evaluation period. If you have not had enough opportunity to observe the behavior, select "Insufficient Information" — this is more useful than guessing.

Focus on what you have observed, not on what you have heard from others or how a situation made you feel.

Respondent Context

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
56. Receives feedback from staff and the Superintendent in a way that invites continued input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Domain Ratings

After completing the items above, provide a single overall rating for each domain. This is your overall impression based on the items in that domain.

Domain	Significantly Below Expectations	Below Expectations	Meets Expectations	Above Expectations	Significantly Exceeds Expectations	Insufficient Information
Instructional Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Supervision, Development & Fair Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support & Virtual Community Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process & Documentation Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family & Community Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Operations & Technology Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with District Direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Stewardship & Upward Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment, Decision-Making & Self-Correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Constructive Input

The two prompts below ask for forward-looking, constructive input. Please keep responses focused on observable practices and specific suggestions. Comments about specific individuals other than the leader being evaluated should be raised through the appropriate channel (HR, supervisor) rather than here.

1. What is one specific practice this leader does well that you would like to see continue?

Describe an observable behavior, not a general impression. (Optional)

2. What is one specific practice this leader could change or develop that would most improve their effectiveness?

Describe an observable behavior and, if possible, suggest what could replace it. Avoid naming other staff members or describing specific incidents. (Optional)

Survey 4: Online Assistant Principal

Anonymous Performance Review — Online Program (K–12)

About the Online Assistant Principal Role

The Online Assistant Principal supports the Online Principal in leading CCS's K–12 Online Program, reporting directly to the Online Principal. The Assistant Principal is responsible for supporting daily program operations, leading student discipline and behavior follow-up, communicating with families on behavior and student support matters, conducting classroom observations as assigned by the Principal, and serving as a reliable second administrative voice when the Principal is unavailable. The Assistant Principal does not have independent supervisory authority over teaching staff or independent decision-making authority over program-wide policy — those rest with the Principal. When rating the Online Assistant Principal, focus on the quality of support to the Principal, the handling of delegated areas (especially student discipline and family communication), and the effectiveness of this leader as a second administrative presence.

Purpose

This survey gathers structured feedback on the performance of this position. Its purpose is to inform the leader's professional growth, identify where additional support is needed, and surface patterns the supervisor and board should be aware of.

This is not a forum for concerns about specific individuals other than the leader being evaluated, personal grievances, or matters that belong in a different process (HR complaint, mandated reporting, or board governance). Responses that name specific other individuals or describe specific incidents may be redirected to the appropriate channel.

How responses are used

- Responses are anonymous. No identifying information is collected.
- Quantitative ratings are aggregated and reported in summary form.
- Items with fewer than five responses are not reported, to protect anonymity.
- Open-response items are reviewed for themes; verbatim responses are not shared.
- Results are shared with the supervisor of record and, where appropriate, with the leader being evaluated.

How to rate each item

Each item describes an observable behavior. Rate how often you have observed this leader demonstrating that behavior during the evaluation period. If you have not had enough opportunity to observe the behavior, select "Insufficient Information" — this is more useful than guessing.

Focus on what you have observed, not on what you have heard from others or how a situation made you feel.

Respondent Context

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
19. Provides feedback to staff that is specific and actionable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Maintains confidentiality regarding staff matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Instructional Support

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
21. Conducts classroom observations as assigned by the Principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Provides observation feedback that is specific and tied to instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Supports curriculum implementation and assessment processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Uses student data to inform decisions in their assigned areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Communication & Responsiveness

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
25. Responds to internal communications within a reasonable timeframe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Responds to family communications within a reasonable timeframe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Provides clear, accurate information when answering questions from staff or families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Communicates with the Principal about issues before they escalate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Alignment with Principal & District Direction

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
29. Implements decisions made by the Principal and district leadership, even when they personally disagreed during decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Communicates Principal and district decisions to staff and families consistently with how they were communicated by leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Speaks about the Principal, district leadership, and other administrators respectfully when those individuals are not present.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Raises concerns about Principal or district direction through direct conversation with the Principal rather than through staff or families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Information Stewardship & Upward Communication

Statement	Almost Never (0–20%)	Rarely (21–40%)	Sometimes (41–60%)	Often (61–80%)	Almost Always (81–100%)	Insufficient Information
33. Shares information with the Principal that the Principal would otherwise need to learn from another source.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Represents situations accurately when reporting to the Principal, including information that does not reflect well on themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Handles confidential student, personnel, and family information in accordance with policy and law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Maintains appropriate boundaries around information shared in confidence by staff or families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Professional Boundaries

Constructive Input

The two prompts below ask for forward-looking, constructive input. Please keep responses focused on observable practices and specific suggestions. Comments about specific individuals other than the leader being evaluated should be raised through the appropriate channel (HR, supervisor) rather than here.

1. What is one specific practice this leader does well that you would like to see continue?

Describe an observable behavior, not a general impression. (Optional)

2. What is one specific practice this leader could change or develop that would most improve their effectiveness?

Describe an observable behavior and, if possible, suggest what could replace it. Avoid naming other staff members or describing specific incidents. (Optional)