SCOTT COUNTY PUBLIC SCHOOLS

EVALUATION HANDBOOK
(PRINCIPAL AND ASSISTANT PRINCIPAL)

Revised 8/22

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FOREWORD

This principal/assistant principal evaluation system was developed in response to the updated Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals which was approved by the Virginia Board of Education on February 23, 2012. These guidelines require all school divisions in the state to comply by July 1, 2013.

The major difference in the current state guidelines from the previous document deals with the role student achievement must play in the principal evaluation system.

In the winter and spring of 2012-2013, an evaluation committee comprised of administrators was assembled to provide input into how Scott County Schools should implement the new state evaluation guidelines. Committee members were as follows:

Mike Lane   Nickelsville Elementary School
Renee Dishner   Shoemaker Elementary School
Valerie Babb   Hilton/Yuma Elementary School
Travis Nickels   Duffield Primary School
Reagan Mullins   Rye Cove High School
Tracy Garrett   Twin Springs High School
Tracy Stallard   Hilton Elementary School
Tammy Quillen   Central Office
Brenda Robinette   Central Office
Jason Smith   Central Office

INTRODUCTION

Principal evaluation matters because school leadership matters. In fact, school leadership is frequently described as the key element of a high-quality school, and stories of the inspirational and effective principal are plentiful and oft-repeated.   Research in the field has consistently revealed that school leadership has an important impact on student achievement gains or progress over years. In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effect on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy. Evaluation systems must be of high quality if we are to discern whether our principals are of high quality. The role of a principal requires a performance evaluation system that acknowledges the complexities of the job. Principals have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the principals with the support, recognition, and guidance they need to sustain and improve their efforts.

Because principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness. A meaningful evaluation focuses on professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership. The benefits of a rigorous evaluation system are numerous and well documented. Goldring and colleagues noted that when the process of evaluation is designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:

- as a benchmarking and assessing tool to document the effectiveness of principals for annual reviews and compensation;

- as a targeting tool to help principals focus on performance domains and behaviors that are associated with student learning;

- as a tool of continuous learning and development to provide both formative and summative feedback to principals, identify areas in need of improvement, and enable principals to make informed individualized decisions regarding professional development in order to bridge the gap between current practices and desired performance; and

- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger schoolwide improvement.

Virginia's Uniform Performance Standards for Principals

Clearly defined professional responsibilities constitute the foundation of the principal performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and evaluators (i.e., superintendent, supervisor) reasonably understand the job expectations. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are seven performance standards.

Performance Standard 1:   Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Performance Standard 2:   School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Performance Standard 3:   Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Performance Standard 4:   Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Performance Standard 5:   Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Performance Standard 6:   Culturally Responsive and Equitable School Leadership
The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

Performance Standard 7:   Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Standard 8:   Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

SUMMATIVE EVALUATION

Annually, all non-continuing contract principals will undergo summative evaluation. Principals with a continuing contract will undergo a summative evaluation triennially.

1. **By September 30**-
   A. The Superintendent/Desginee will meet with his/her staff to be evaluated and explained the criteria to be evaluated, the performance indicators, and the overall process. This can be a group meeting.
   B. The Superintendent/Desginee will meet with staff to set student achievement goals.
   C. Administrators will complete the principal self-reflection report. This will be done annually for continuing contract staff and non-continuing.

2. **During the 1st Semester**- at least one site visit to the principal's school will be conducted followed by feedback as to the results of the visit.

3. **By January 15th** - A mid-year review of progress on the student achievement goal is held for all principals. At the Superintendent's discretion, this review may be conducted through peer teams, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. It is the Superintendent's responsibility to establish the format and select the time of the review.

4. **During the 2nd Semester**- at least one more site visit to the principal's school will be conducted, followed by feedback as to the results of the visit.

5. **By the end of the year**- a summative conference will be held with each principal being evaluated. The Superintendent will have summarized his/her observations and the results of the overall evaluation will be discussed. Also, student achievement goals will be reviewed. Lastly, an interim report will be completed for continuing contract principals that are not in their summative years.

6. **By June 15th** - the Superintendent shall place a copy of the <u>Summative Evaluation</u> in the principal's personnel file.

7. The Superintendent shall rank the principal's performance using the indicators in the checklist. The scale from 1 to 4 allows the evaluator the opportunity to score those areas that may be evident, but not strong. The scale is constructed so that a 1 is low and a 4 is high. The rating scale is as follows:

    4   Highly effective level of performance
    3   An effective level of performance
    2   Approaching effective level of performance
    1   Ineffective
    N/A   Not observed

8. The Superintendent shall average the ratings of the indicators. An overall average will be given to each of the seven categories which are: INSTRUCTIONAL LEADERSHIP, SCHOOL CLIMATE, HUMAN RESOURCE MANAGEMENT, ORGANIZATIONAL MANAGEMENT, COMMUNICATION AND COMMUNITY RELATIONS, PROFESSIONALISM, CULTURALLY RESPONSIVE AND EQUITABLE RESPONSIVE LEADERSHIP AND STUDENT ACHEIVEMENT.   The principal will receive an overall rating using the following rubric:

Teacher Performance Standard	Performance Rating	Weight	Weighted Contribution
Standard 1		1.25	
Standard 2		1.25	
Standard 3		1.25	
Standard 4		1.25	
Standard 5		1.25	
Standard 6		1.25	
Standard 7		1.25	
Standard 8		1.25	
		Summative Rating (sum of weighted contributions)	

9. The principal's overall summative rating will place them on a continuum from a 10-40. To determine the overall rating of the principal, the following rating scale will be used:

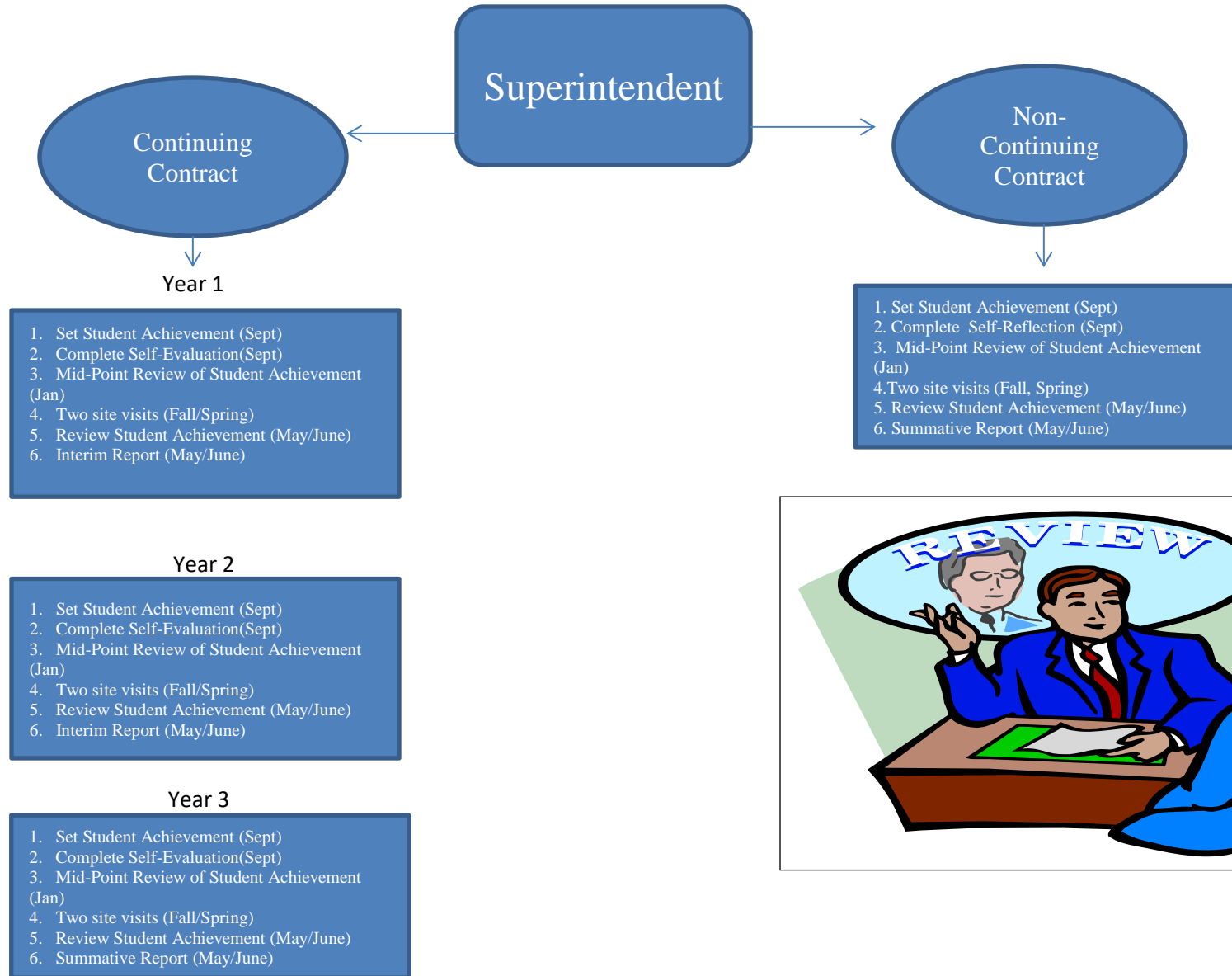| Highly Effective (35-40)	Effective *Effetcive is the expected level of performance.* (26-34)	Approaching Effective (20-25)	Ineffective (10-19)

10. A principal with an average of 35-40 demonstrates that he/she is performing effectively. An average of 26-34 is a highly effective level of a principal's performance. Any average below 26 is considered an area that is approaching effective or is performing at an Ineffective level. An N/A will not be calculated into the average.

11. If a principal's rating is *approaching effective* in two or more standards , *ineffective* in any standard, or if an evaluator at any point during the year notes a principal's professional practice would benefit from additional support then:

    A.   The Superintendent may direct the principal to undergo a summative evaluation the following year. The Superintendent and principal will cooperatively develop a <u>Performance Improvement Plan</u> to address the areas of identified weakness.

    B.   The <u>Performance Improvement Plan</u> will include goals related to the areas of weakness. Goal achievement must be measureable and relative to improving principal's performance. Achievement of goals will be documented.

    C.   The Superintendent may place the principal on <u>Conditional Status</u>.

12. <u>Conditional Status</u>

    A.   If a principal is placed on Conditional Status, it is an indication that his/her performance is seriously deficient and should be taken as a statement that improvement is expected or termination will be recommended.

    B.   A joint meeting will be held with the principal and Superintendent to develop a <u>Performance Improvement Plan</u> that will indicate areas requiring improvement as well as strategies to facilitate the improvement.

TIMELINE

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Superintendent	*Principal*
By September 30th	• Establish student progress goal (all probationary and continuing contract principals) • Complete Principal Self Reflection Form	*Goal Setting for Student Progress Form* *Prinicpal Self-Reflection Form*	✓	✓ ✓
Before end of the 1st Semester	Site Walkthrough (May use designee to complete walkthrough) (This can be scheduled).	*Site Visit Form*	✓	
Mid-year	Mid-year review of student progress goal (all probationary and continuing contract principals).	*Goal Setting for Student Progress Form*	✓	✓
During the 2nd Semester	Site Walkthrough (May use designee to complete walkthrough) (This can be scheduled).	*Site Visit Form*	✓	
10 calendar days prior to summative evaluation date	Submission of end-of-year review of student progress goal (all probationary and continuing contract principals in their summative evaluation year).	*Goal Setting for Student Progress Form*	✓	✓
Before Last Week of School	• Submission of end-of-year review of student progress goal (all continuing contract principals **not** in their summative evaluation year). • Interim performance evaluation (all continuing contract principals in years one and two of the three year evaluation cycle). • Summative evaluation (all probationary and continuing contract principals in their summative evaluation year).	*Goal Setting for Student Progress Form* *Principals Interim Performance Report* *Principal Summative Evaluation Form*	✓ ✓ ✓	✓

Evaluation Process

Superintendent

Continuing Contract

Non-Continuing Contract

Year 1

1. Set Student Achievement (Sept)
2. Complete Self-Evaluation(Sept)
3. Mid-Point Review of Student Achievement (Jan)
4. Two site visits (Fall/Spring)
5. Review Student Achievement (May/June)
6. Interim Report (May/June)

1. Set Student Achievement (Sept)
2. Complete Self-Reflection (Sept)
3. Mid-Point Review of Student Achievement (Jan)
4. Two site visits (Fall, Spring)
5. Review Student Achievement (May/June)
6. Summative Report (May/June)

Year 2

1. Set Student Achievement (Sept)
2. Complete Self-Evaluation(Sept)
3. Mid-Point Review of Student Achievement (Jan)
4. Two site visits (Fall/Spring)
5. Review Student Achievement (May/June)
6. Interim Report (May/June)

Year 3

1. Set Student Achievement (Sept)
2. Complete Self-Evaluation(Sept)
3. Mid-Point Review of Student Achievement (Jan)
4. Two site visits (Fall/Spring)
5. Review Student Achievement (May/June)
6. Summative Report (May/June)

Principal Self-Evaluation

Self-evaluation is a process by which one may judge the effectiveness and adequacy of his or her performance, effects, knowledge, and beliefs for the purpose of self-improvement. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically. Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help a principal to target areas for professional development.

Principal Self-Evaluation Form

Directions: Principals should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Principal's Name _____ **Date** _____

1. Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Areas of strength:_____

_____

Areas needing work: _____

   OR

Professional Goal:_____

_____

2. School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Areas of strength:_____

_____

Areas needing work: _____

   OR

Professional Goal:_____

_____

3. Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.

Areas of strength:_____

_____

Areas needing work: _____

      OR

Professional Goal:_____

_____

4. Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Areas of strength:_____

_____

Areas needing work: _____

      OR

Professional Goal:_____

_____

5. Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Areas of strength:_____

_____

Areas needing work: _____

      OR

Professional Goal:_____

_____

6. Culturally Responsive and Equitable School Leadership

The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

Areas of strength:_____

_____

Areas needing work: _____

      OR

Professional Goal:_____

_____

7. Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Areas of strength:_____

_____

Areas needing work: _____

      OR

Professional Goal:_____

_____

8. Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Areas of strength:_____

_____

**Areas needing work:** _____

      OR

Professional Goal:_____

_____

GOAL SETTING PROCESS

Principals are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The principal and school's goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Progress Goal Setting Form* on the following pages may be used for developing and assessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, principals can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time.

Student Achievement Goal Setting Process
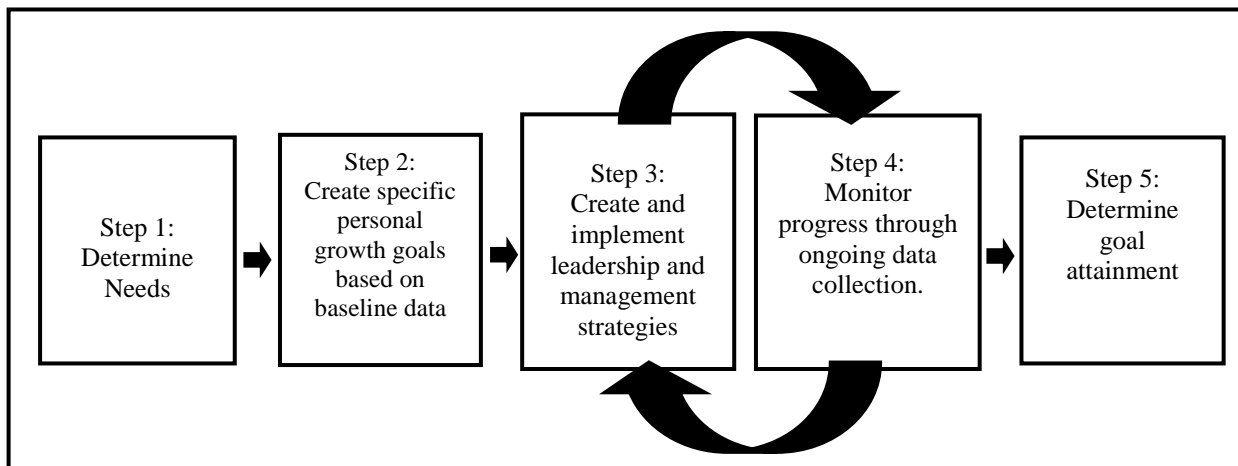
Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (see below) is a useful way to self-assess a goal's feasibility and worth.

Acronym for Developing Goals

Specific:	The goal is focused.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the principal's control to effect change.
Realistic:	The goal is feasible for the principal and/or school.
Time limited:	The goal is contained within a single school year.

Examples of Measures of Student Academic Progress

To be able to measure goal attainment, principals must identify valid measures of student academic progress appropriate to their school settings. Below are suggested focus areas for goal setting (not intended as an exhaustive list and each school division/school should determine valid measures that are appropriate for each unique school setting) that provide measures of student academic progress that focus on school improvement:

Possible Examples of Measures

- Pattern of improvement in SOL assessment pass rates

- Pattern of improvement in subgroup achievement on SOL assessments

- Pattern of improvement across grade levels on SOL assessments

- Decrease in achievement gaps between and among subgroups on SOL assessments

- Pattern of improvement in advanced pass rates on SOL assessments

- Decrease in the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening [PALS] benchmarks for being on track to be proficient in reading by grade 3)

- Decrease in achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one

- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten

- Increase in the percentage of students making at least one year's growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three

- Increase in the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science

- Decrease in the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase in the percentage of English Learners (ELs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading on grade level
- Pattern of increased percentage of middle school students taking high school level courses
- Increase in examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, speech)
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college-level courses
- Pattern of increased number of students earning college credit while in high school
- Increase in the number/percentage of students in underperforming subgroups who enroll in college-level courses in high school
- Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
- Increase in the number/percentage of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
- Decrease in the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
- Pattern of increased attainment of advanced diplomas
- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase in the percent of students taking the SATs
- Increase in the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase in the number/percent of students involved in one or more extracurricular activities

Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

Submission of the Goal Setting for Student Progress Form

Principals complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year principals are responsible for submitting their goals to their evaluator early in the school year.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all principals. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to January 15. It is the evaluator's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the evaluator, each principal is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A principal may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators and individual principals may extend the due date for the end-of-year reviews in order to include the current year's data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

Goal Setting Form Explanation

The following describes the sections of the *Goal Setting for Student Progress Form.*

I.   *Setting:* Describe the population and special circumstances of the goal setting.

II. *Identify the content area:* The area/topic addressed based on learner achievement, learner or program progress, or observational data.

III. *Provide baseline data:* Determine the learners' baseline data (where they are now) using the following process:
- Collect and review data.
- Analyze the data.
- Interpret the data.
- Determine needs.

IV. ***Write goal statement:*** What do you want learners to accomplish?

- Select an emphasis for your goal, focusing on the classroom/teacher level.
- Develop an annual goal.

V. ***Means for attaining the goal:*** Activities used to accomplish the goals including how progress is measured and target dates.

VI. ***Mid-year review:*** The accomplishments of the learner are reviewed after the second quarter student interim progress reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.

VII. ***End-of-year data results:*** The accomplishments of the learner are reviewed at the end of the year.

Goal Setting for Student Progress Form

Principal's Name: _____

Evaluator's Name: _____

School: _____ **School Year:** _____ - _____

Directions: This form is a tool to assist principals in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Initial Goal Submission (due by 9/30 to the evaluator)

I. School Profile *(Describe the school setting and any unique circumstances impacting the school community as a whole.)*	
II. Content/Subject/Field Area *(Describe the area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data.)*	
III. Baseline Data *(What is shown by the current data?)*	☐ *Data attached*
IV. Goal Statement *(Describe what you want learners/program to accomplish)*	

V. Means for Attaining Goal *(Check the standard to which the strategies relate.)*

☐ *1. Instructional Leadership*   ☐ *2. School Climate*   ☐ *3. Human Resources Management*
☐ *4. Organizational Management*   ☐ *5. Communication and Community Relations*
☐ *6. Professionalism*   ☒ *7. Student Academic Progress*

Strategy	Evidence	Target Date

Principal's Signature _____ *Date* _____

Evaluator's Signature _____ *Date* _____

VI. Mid-Year Review *(Describe goal progress and other relevant data)*	*Mid-year review conducted on*_____ *Initials:* _____*(principal)* _____*(evaluator)*
	☐ *Data attached*

Principal's Signature _____ *Date* _____

Evaluator's Signature _____ *Date* _____

End-of-Year Review

☐ **Appropriate Data Received**

Did the strategies used and data provided demonstrate application of professional growth? ☐ *Yes* ☐ *No*

Evaluator's Signature _____ *Date* _____

InformalObservation/Site Visit Form

<u>Directions:</u> *Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits.*

_____   _____   _____
Principal's Name   Date Observed   Time

_____
Observer's Name

1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

*Notes*_____
_____
_____
_____

Comments:_____
_____
_____

2. School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

*Notes*_____
_____
_____
_____

Comments:_____
_____
_____

3. Human Resource Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

*Notes*_____

_____

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_____

*Comments:*_____

_____

_____

4. Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

*Notes*_____

_____

_____

_____

*Comments:*_____

_____

_____

5. Communication and Community Relation

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

*Notes*_____

_____

_____

_____

*Comments:*_____

_____

_____

6. Culturally Responsive and Equitable School Leadership

The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

Notes_____

_____

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_____

Comments:_____

_____

7. Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Notes_____

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_____

Comments:_____

_____

_____

8. Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

Notes_____

_____

_____

_____

Comments:_____

_____

_____

_____

Principal's Name _____

Principals's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Principal's Interim Performance Report

Principal _____ ***School Year(s)*** _____

School _____

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from site visits, document review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

Strengths:_____

_____

_____

_____

_____

Areas of Improvement:_____

_____

_____

_____

_____

Principal's Name _____

Principal's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:_____

_____

2. School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

2.1 Consistently models and collaboratively promotes high expectations, mutual respect, concern,and empathy for students, staff, parents, and community.

2.2 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.3 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.4 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

2.5 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.

2.7 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.8 Maintains visibility and accessibility to staff.   Also, is approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.9 Models professionally appropriate communication skills, interpersonal relations, and conflict mediation.

2.10 Establishes and maintains a collaborative relationship with classroom teachers, specialists, and administrators in promotion of the division's mission and in communicating expectations.

*Comments:*_____

_____

3. Human Resource Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides support for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

*Comments:*_____

4. Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

4.1 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.2 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.3 Reviews fiscal records regularly to ensure accountability for all finances.

4.4 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

4.5 Gathers and analyzes data on student academic achievement through standardized test results and other student performance sources.

4.6 Identifies strengths and weaknesses in programs and practices to facilitate continuous improvement.

4.7 Plans and implements changes in programs and/or curricula based data.

4.8 Ensures the development and implementation of an annual school plan approved by the Superintendent.

4.9 Works collaboratively with faculty and staff to develop a vision and mission consistent with the division strategic plan.

4.10 Demonstrates a working knowledge and understanding of the Standards of Learning and school division curricular requirements.

4.11 Prioritizes resources and materials to accomplish instructional goals for all students.

4.12 Prioritize and work collaboratively with appropriate staff to determine budget needs and accomplish instructional goals for all students.

*Comments:*_____

_____

5. Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders

5.1 Plans for and encourages staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes consistently in a professional manner to communicate with students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Maintains an effective/efficient communication system with other schools and with central office.

*Comments:*_____
_____

6. Culturally Responsive and Equitable School Leadership
The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

6.1 Collects, interprets, and communicates student group disaggregated assessment, engagement, behavioral, and attendance data to identify and understand how and why inequities exist and implements procedures and strategies to address inequity.

6.2 Works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop and implement a school improvement plan based on shared school mission, vision, and values.

6.3 Implements equitable approaches to school discipline and fosters a safe school environment for all students.

6.4 Provides leadership for relevant and responsive curriculum, instructional practices, and assessments to support the achievement of all students.

6.5 Advocates for and supports equity and access to educational programs and learning opportunities to meet the learning needs of all students.

6.6 Provides evidence-based and targeted professional learning and coaching to support culturally responsive teaching and reflective practices among teachers and staff

6.7 Facilitates and engages in dialogue with teachers and staff to promote a school environment that fosters a sense of belonging for all students.

6.8 Builds positive relationships with students, parents/caregivers, staff, and other stakeholders that use multimodal methods of communication inclusive of the language, dialect, cultural, and social needs of all students and their families.

*Comments:*_____

_____

File: GCN-R/GDN-R

7. Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

7.1   Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

7.2   Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

7.3   Maintains a professional appearance and demeanor.

7.4   Models professional behavior to students, staff, and other stakeholders.

7.5   Maintains confidentiality.

7.6   Maintains a positive and forthright attitude.

7.7   Provides leadership in sharing ideas and information with staff and other professionals.

7.8   Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

7.9   Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

7.10   Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

*Comments:*_____

_____

8. Student Academic Progress
The principal's leadership results in acceptable, measurable student academic progress based on established standards.

8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

8.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

8.3 Communicates assessment results to multiple internal and external stakeholders.

8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

8.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

8.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

*Comments:*_____

_____

MAKING SUMMATIVE DECISIONS

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all principals.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined expectations.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from "Highly Effective" to "Ineffective" The use of the scale enables evaluators to acknowledge effective performance (i.e., "Highly Effective" and "Effective") and provides two levels of feedback for principals not meeting expectations (i.e., "Approaching Effective" and "Ineffective").

Responsibility for the Ratings

The Superintendent has the ultimate responsibility for ensuring that evaluation system is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback.

Definitions of Terms Used in Rating Scale

Category	Description	Definition
Highly Effective Level of Performance	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: • sustains high performance over the evaluation cycle • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Effective Level of Performance	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	Effective performance: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Approaching Effective Level of Performance	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the principal's performance is lacking in a particular area. The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Below acceptable performance: • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and evaluator
Ineffective Level of Performance	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

Rating Principal Performance

Evaluators have two tools to guide their rating of principal performance for the summative evaluation: (a) the performance indicators and (b) the performance rubric.

Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the eight performance standards. Indicators will be averaged to give an overall rating for each standard.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all principals. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. **Please note: The rating of "Effective" is the expected level of performance.**

Sample Rubric of Principal Performance

Highly Effective	Effective *Effectiveis the expected level of performance.*	Approaching Effective	Ineffective
The principal actively and consistently employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

Summative evaluations are to be completed before the June 15th for all contract types.

The evaluator submits the signed *Principal Performance Summative Report* to the Human Resource Department within 10 calendar days of completing the summative conference.

Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a principal's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The results of the evaluation must be discussed with the principal at a summative evaluation conference.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the seven performance standards, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee's performance.

The overall summative rating will be judged "effective" or "unacceptable."

1. If the employee has an "unacceptable" rating on one or more of the seven performance standards, the individual will receive an overall performance rating of "unacceptable."

2. If the employee has two or more "approaching effective" ratings from among the seven performance standards, the individual will be rated as "ineffective."

Principal's Summative Report

PRINCIPAL:_____ EVALUATOR: _____ DATE OF EVALUATION:_____

_____ **Performance Standard 1: Instructional Leadership**

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

_____ 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

_____ 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

_____ 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

_____ 1.4 Possesses knowledge of research-based instructional best practices in the classroom.

_____ 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

_____ 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

_____ 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

_____ 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

_____ 1.9 Provides the focus for continued learning of all members of the school community.

_____ 1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

_____ 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

_____ 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

_____ 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Highly Effective (3.7-4)	**Effective** *Effective is the expected level of performance.* **(3.0-3.6)**	**Developing/Needs Improvement (2.0-2.9)**	**Unacceptable (1-1.9)**
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.	**The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.**	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

COMMENTS:_____

Performance Standard 2: School Climate

_____

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

_____   2.1 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

_____   2.2 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

_____   2.3 Addresses barriers to teacher and staff performance and provides positive working   conditions to encourage retention of highly-effective personnel.

_____   2.4 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

_____   2.5 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

_____   2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.

_____   2.7 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

_____   2.8 Maintains visibility and accessibility to staff.   Is approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

_____   2.9 Models professionally appropriate communication skills, interpersonal relations, and conflict mediation.

_____   2.10 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

Highly Effective (3.7-4)	Effective *Effective is the expected level of performance.* (3.0-3.6)	Developing/Needs Improvement (2.0-2.9)	Unacceptable (1-1.9)
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	**The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.**	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

COMMENTS:_____

_____   **Performance Standard 3: Human Resources Management**

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

_____   3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

_____   3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

_____   3.3 Provides support for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

_____   3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

_____   3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

_____   3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

_____   3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

_____   3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

_____   3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Highly Effective (3.7-4)	Effective *Effective is the expected level of performance.* (3.0-3.6)	Developing/Needs Improvement (2.0-2.9)	Unacceptable (1-1.9)
The principal consistently demonstrates expertise in human resources management, which results in a highly-productive work force (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).	**The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.**	The principal inconsistently assists with selection and induction and/or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

COMMENTS:_____

Performance Standard 4: Organizational Management

_____

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

_____   4.1 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

_____   4.2 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

_____   4.3 Reviews fiscal records regularly to ensure accountability for all finances.

_____   4.4 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

_____   4.5 Gathers and analyzes data on student academic achievement through standardized test results and other student performance sources.

_____   4.6 Identifies strengths and weaknesses in programs and practices to facilitate continuous improvement.

_____   4.7 Plans and implements changes in programs and/or curricula based data.

_____   4.8 Ensures the development and implementation of an annual school plan approved by the Superintendent.

_____   4.9 Works collaboratively with faculty and staff to develop a vision and mission consistent with the division strategic plan.

_____   4.10 Demonstrates a working knowledge and understanding of the Standards of Learning and school division curricular requirements.

_____   4.11 Prioritizes resources and materials to accomplish instructional goals for all students.

_____   4.12 Prioritize and work collaboratively with appropriate staff to determine budget needs and accomplish instructional goals for all students.

Highly Effective (3.7-4)	**Effective** *Effective is the expected level of performance.* **(3.0-3.6)**	**Developing/Needs Improvement (2.0-2.9)**	**Unacceptable (1-1.9)**
The principal is highly effective at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	**The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.**	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.

COMMENTS:_____

Performance Standard 5: Communication and Community Relations

_____

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

_____   5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

_____   5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

_____   5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

_____   5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.

_____   5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

_____   5.6 Speaks and writes consistently in a professional manner to communicate with students, parents, staff, and other stakeholders.

_____   5.7 Provides a variety of opportunities for parent and family involvement in school activities.

_____   5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

_____   5.9 Maintains and effective/efficient communication system with other schools and with the central office.

Highly Effective (3.7-4)	Effective *Effective is the expected level of performance.* (3.0-3.6)	Developing/Needs Improvement (2.0-2.9)	Unacceptable (1-1.9)
The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	**The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.**	The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.

COMMENTS:_____

Performance Standard 6: Professionalism

_____

The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

_____   6.1 Collects, interprets, and communicates student group disaggregated assessment, engagement, behavioral, and attendance data to identify and understand how and why inequities exist and implements procedures and strategies to address inequity.

_____   6.2 Works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop and implement a school improvement plan based on shared school mission, vision, and values that embed equity and culturally responsive teaching and learning.

_____   6.3 Implements culturally responsive and equitable approaches to school discipline and fosters a school environment of inclusion by building organizational capacity to establish and maintain a safe and affirming school environment for all students..

_____   6.4 Provides leadership for culturally relevant and responsive curriculum, instructional practices, and assessments to support the achievement of all students.

_____   6.5 Advocates for and supports equity and access to educational programs and learning opportunities to meet the learning needs of all students.

_____   6.6 Recruits, develops, and retains effective, culturally responsive staff in accordance with the mission, vision, and articulated values of the school.

_____   6.7 Provides evidence-based and targeted professional learning and coaching to support culturally responsive teaching and reflective practices among teachers and staff

_____   6.8 Facilitates and engages in dialogue with teachers and staff to promote an equity-centered, inclusive school environment that fosters a sense of belonging for all students..

_____   6.9 Builds positive relationships with students, parents/caregivers, staff, and other stakeholders that use multimodal methods of communication inclusive of the language, dialect, cultural, and social needs of all students and their families.

Highly Effective (3.7-4)	Effective *Effective is the expected level of performance*. (3.0-3.6)	Developing/Needs Improvement (2.0-2.9)	Unacceptable (1-1.9)
The principal consistently demonstrates a commitment to ensuring all students feel valued and actively seeks new opportunities to create a culturally responsive environment where students thrive.	**The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.**	The principal is inconsistent in demonstrating a commitment to equity and/or fostering culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students.	The principal fails to demonstrate a commitment to equity and/or foster culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students.

COMMENTS:_____

_____   **Performance Standard 7: Professionalism**

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

_____   7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

_____   7.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

_____   7.3 Maintains a professional appearance and demeanor.

_____   7.4 Models professional behavior to students, staff, and other stakeholders.

_____   7.5 Maintains confidentiality.

_____   7.6 Maintains a positive and forthright attitude.

_____   7.7 Provides leadership in sharing ideas and information with staff and other professionals.

_____   7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

_____   7.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

_____   7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Highly Effective (3.7-4)	**Effective** *Effective is the expected level of performance.* **(3.0-3.6)**	**Developing/Needs Improvement (2.0-2.9)**	**Unacceptable (1-1.9)**
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	**The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.**	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal shows disregard for professional standards and ethics and/or engaging in continuous professional development, or contributing to the profession.

COMMENTS:_____

_____   **Performance Standard 8: Student Academic Progress**

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

_____   8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

_____   8.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

_____   8.3 Communicates assessment results to multiple internal and external stakeholders.

_____   8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

_____   8.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

_____   8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

_____   8.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

_____   8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

_____   8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

_____   8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Highly Effective (3.7-4)	**Effective** *Effective is the expected level of performance.* **(3.0-3.6)**	**Developing/Needs Improvement (2.0-2.9)**	**Unacceptable (1-1.9)**
In addition to meeting the standard, the principal's leadership results in a high level of student academic progress with all populations of learners.	**The principal's leadership results in acceptable, measurable, student academic progress based on established standards.**	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.

COMMENTS:_____

OVERALL SUMMATIVE EVALUATION OF THE PRINCIPAL

Teacher Performance Standard	Performance Rating	Weight	Weighted Contribution
Standard 1		1.25	
Standard 2		1.25	
Standard 3		1.25	
Standard 4		1.25	
Standard 5		1.25	
Standard 6		1.25	
Standard 7		1.25	
Standard 8		1.25	
		Summative Rating (sum of weighted contributions)	

AREAS OF STRENGTH:_____

_____

AREAS OF IMPROVEMENT:_____

_____

ADDITIONAL NOTES:_____

_____
_____
_____
_____

Principal's Signature:_____Date:_____

Evaluator's Signature:_____Date:_____

Highly Effective (35-40)	Effective *Effetcive is the expected level of performance.* (26-34)	Approaching Effective (20-25)	Ineffective (10-19)

IMPROVING PROFESSIONAL PERFORMANCE

Supporting principals is essential to the success of schools. Many resources are needed to assist principals in growing professionally. Sometimes additional support is required to help principals develop so that they can meet the performance standards for their school.

There are two tools that may be used at the discretion of the evaluator. The first is the Support Dialogue, a division-level discussion between the evaluator and the principal. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the Performance Improvement Plan which has a more formal structure and is used for notifying a principal of performance that requires improvement due to less-than-proficient performance.

The tools may be used independently of each other.

Two Tools to Increase Professional Performance

	Support Dialogue	Performance Improvement Plan
Purpose	For principals who could benefit from targeted performance improvement OR who would like to systematically focus his or her own performance growth	For principals whose work is in the "developing/needs improvement" or "unacceptable" categories
Initiates Process	Evaluator or principal	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/ other forms of documentation at the division level	Form Required: *Performance Improvement Plan*
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the principal In some instances, little or no progress – the employee may be moved to a *Performance Improvement Plan*.	Sufficient improvement – recommendation to continue employment Inadequate improvement, recommendation to continue on *Performance Improvement Plan* OR dismiss the employee

Support Dialogue

The Support Dialogue is initiated by evaluators or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The Support Dialogue process should not be construed as applying to poor performing principals. The option for a Support Dialogue is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal's growth and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes .

Sample Prompts for the Initial Conversation
What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can I or others in the division provide you?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about _____ (tell specific concern). What has gone well?
What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a principal seeking self-improvement, the evaluator and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For principals for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the principal's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

Performance Improvement Plan

If a principal's performance does not meet the expectations established by the school division, the principal will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a principal in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a principal whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a rating of "Approaching Effective" on two or more performance standards; or
- a rating of "Ineffective" on one or more performance standards or an overall rating of "Ineffective

Implementation of Performance Improvement Plan

When a principal is placed on a Performance Improvement Plan, the evaluator must:

a) provide written notification to the principal of the area(s) of concern that need(s) to be addressed;

b) formulate a *Performance Improvement Plan* in conjunction with the principal; and

c) review the results of the *Performance Improvement Plan* with the principal within established timelines.

Assistance may include:

- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the principal to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

a)   Sufficient improvement has been achieved; the principal is no longer on a Performance Improvement Plan and is rated "Proficient."

b)   Partial improvement has been achieved but more improvement is needed; the principal remains on a Performance Improvement Plan and is rated "Developing/Needs Improvement."

c)   Little or no improvement has been achieved; the principal is rated "Unacceptable."

When a principal is rated "Ineffective," the principal may be recommended for dismissal. If not dismissed, a new Performance Improvement Plan will be implemented. Following completion of the Performance Improvement Plan, if the principal is rated "Ineffective" a second time, the principal may be recommended for dismissal.

PERFORMANCE IMPROVEMENT PLAN

PRINCIPAL _____SCHOOL _____

EVALUATOR _____SCHOOL YEAR _____

DATE _____

AREA(S) TO BE IMPROVED (Include the Performance Indicators and Number)

_____

_____

_____

_____

_____

PLAN (GOALS) FOR IMPROVEMENT (Key to the Performance areas listed above)

_____

_____

_____

_____

_____

*(Use other pages if necessary)

_____   _____
          (Principal's Signature)   (Evaluator's Signature)

PERFORMANCE IMPROVEMENT PLAN
(Achievement of Plan)

PRINCIPAL _____SCHOOL _____

EVALUATOR _____SCHOOL YEAR _____

DATE _____

PLAN (GOALS) FOR IMPROVEMENT

_____

_____

_____

_____

Did the principal meet the goals of the Performance Improvement Plan? _____

How were these goals measured? _____

_____

_____

Do you recommend that the principal continue on the Performance Improvement Plan? _____

Why? _____

_____

*(Use other pages if necessary)

_____   _____
       (Principal's Signature)   (Date)

_____   _____
       (Evaluator's Signature)   (Date)