L

FIELD TEST HANDBOOK

2012-2013

**WORKING DRAFT October 12, 2012**

2012-2013

**P**rincipal

**P**rofessional

**G**rowth and

**E**ffectiveness

**S**ystem

**KENTUCKY**

**ACKNOWLEDGEMENTS**

The Principal Professional Growth and Effectiveness System was developed through the thoughtful and conscientious contributions of the members of the Kentucky Principal Effectiveness Work Group:

Steve Carroll, Principal, Southside Elementary School, Lee County

Demetria Choice, Principal, Hopkinsville High School, Christian County Schools

Abbie Combs, Principal Effectiveness Design Team

Jim Hamm, Educational Recovery Leader, Kentucky Department of Education

Dr. Lori Hollen, Educational Recovery Specialist, Kentucky Department of Education

Earl W. Hughes, Principal Effectiveness Design Team

Shirley Lafavers, Director, Professional Development, Kentucky Association of School Administrators

David Simpson, Teacher and Leader Effectiveness, Kentucky Department of Education

Jeff Stamper, Consultant, Teacher and Leader Effectiveness, Kentucky Department of Education

Stephanie Sullivan, Graves County Schools, Principal

Cathy C. White, Branch Manager, Teacher and Leader Effectiveness, Kentucky Department of Education

Char Williams, Kentucky Leadership Academy Program Director, Kentucky Association of School Administrators

*Project Consultant*

James H. Stronge, Ph.D.

Stronge and Associates Educational Consulting, LLC

with assistance from:

Virginia Caine Tonneson, Ph.D.

Stronge and Associates Educational Consulting, LLC

Copyright © 2012 by James H. Stronge

James H. Stronge hereby grants school districts in the state of Kentucky permission to use, revise, and/or modify the system developed under this Agreement, as needed, to meet applicable requirements or other educational purposes. This restricted copyright permission is applicable solely for use of such copyrighted material by the Kentucky Department of Education and their employees, and within Kentucky Public Schools.

Table of Contents

**Part I: Introduction and Process**

Introduction 1

Purposes and Characteristics 1

Essential Components of PPGES 2

Documenting Performance 7

Alignment of Performance Standards with Data Sources 8

Surveys 8

Self-Reflection 9

Professional Growth Plan 9

Observation/School Site Visits 10

Documentation 10

Goal Setting for Student Growth .11

Other Methods for Connecting Student Growth to Principal Effectiveness .15

Rating Principal Performance .17

Definitions of Ratings .18

Mid-Year Review .19

Summative Evaluation .19

Documentation Records .21

Improving Professional Performance .21

Support Dialogue .22

Corrective Action Plan .23

**PART II: Performance Standards**

Performance Standard 1: Instructional Leadership 25

Performance Standard 2: School Climate 28

Performance Standard 3: Human Resources Management 29

Performance Standard 4: Organizational Management 31

Performance Standard 5: Communication and Community Relations 32

Performance Standard 6: Professionalism 33

Performance Standard 7: Student Growth 34

**PART III: Forms**   
Introduction 35

Reflective Practice and Professional Growth Planning Template 36

Observation/Site Visit Form 47

Documentation Form 51

Student Academic Growth Goal Setting Form 53

Principal Mid-Year Performance Review 55

Principal Summative Performance Report 64

Support Dialogue Form 69

Corrective Action Plan Form 70

**APPENDIX**

A. Ten Assessment Competencies for School Leaders 72

**REFERENCES** 73

**ENDNOTES** 76

**FIGURES**

Figure 1: Relationship between Essential Parts of PPGES 2

Figure 2: Performance Standards 3

Figure 3: Performance Standard Alignment to ISLCC Standards 4

Figure 4: Performance Indicators 5

Figure 5: Performance Appraisal Rubric 7

Figure 6: Multiple Data Sources for Principal Evaluation 7

Figure 7: Aligning Multiple Data Sources with Performance Standards 8

Figure 8: Examples of Documentation 11

Figure 9: Goal Setting Process 12

Figure 10: Examples of Measures of Student Academic Growth 13

Figure 11: Acronym for Developing Goals 14

Figure 12: Possible Interpretation of Median Growth Percentiles 16

Figure 13: Possible Methods for Incorporating Multiple Measures of Student

Academic Growth 17

Figure 14: Definitions of Terms used in Rating Scale 18

Figure 15: Possible Evaluation Schedule 20

Figure 16: Tools to Increase Professional Performance 21

Figure 17: Sample Prompts 22

Figure 18: Forms 35

**PART I: INTRODUCTION AND PROCESS**

**INTRODUCTION**

The Principal Professional Growth and Effectiveness System (PPGES) was developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

**Purposes and Characteristics**

The primary purposes of the Principal Professional Growth and Effectiveness System are to:

* optimize student learning and growth;
* contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district;
* provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
* encourage collaboration between the principal and evaluator, and promote self-growth, leadership effectiveness, and improvement of overall job performance.[[1]](#endnote-1)

This evaluation system includes the following distinguishing characteristics:

* benchmark behaviors for each of the principal performance standards;
* a focus on the relationship between principal performance and improved student learning and growth;
* the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;
* a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals’ involvement in the evaluation process; and
* a support system for providing assistance when needed.[[2]](#endnote-2)

**Essential Components of PPGES**

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and evaluators (i.e., superintendent, supervisor) reasonably understand their job expectations. PPGES uses a two-tiered approach to define the expectations for principal performance consisting of seven standards and multiple performance indicators. Principals will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

**performance standard**

Figure 1: *Relationship between Essential Parts of PPGES*

**PERFORMANCE indicators**

**Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and*

*collaborating effectively with stakeholders.*

**The principal:**

5.1 Plans for and solicits staff, parent, and stakeholder input to promote

**performance APPRAISAL RUBRIC**

effective decision-making and communication when appropriate.

5.2 Communicates the mission and shared vision, long- and short-term

goals, and the school improvement plan to all stakeholders.

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished ...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication. | **The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.** | The principal **inconsistently** communicates and/or **infrequently** collaborates withstakeholders. | The principal demonstrates **inadequate** and/or detrimental communication or collaboration with stakeholders. |

***Performance Standards***

Performance standards define the criteria expected when principals perform their major duties. For all principals, there are seven performance standards (Figure 2) that served as the basis for the principal’s evaluation.

**performance standard**

**performance standard NAME**

Figure 2: *Performance Standards*

|  |
| --- |
| **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 growth and school improvement. |
| **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. |
| **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. |
| **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. |
| **5. Communication and Community Relations**  The principal fosters the success of all students by communicating and collaborating effectively with stakeholders**.** |
| **6. Professionalism**  The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. |
| **7. Student Growth**  The principal’s leadership results in acceptable, measurable student academic growth based on established standards. |

The alignment between the performance standards and the Interstate School Leaders Licensure Consortium (ISLCC) standards are shown in Figure 3.

Figure 3: *Performance Standard Alignment to ISLCC Standards*

|  |  |
| --- | --- |
| **Kentucky Principal Professional Growth and Effectiveness System Performance Standards** | **Interstate School Leaders Licensure Consortium** (**ISLLC)** |
| 1. Instructional Leadership | Standards 1, 2, 3, 4, 5 |
| 2. School Climate | Standards 2, 3 |
| 3. Human Resources Management | Standards 2, 3 |
| 4. Organizational Management | Standards 3, 6 |
| 5. Communication and Community Relations | Standards 4, 6 |
| 6. Professionalism | Standard 5 |
| 7. Student Growth | Standards 1, 2, 4, 5 |

***Performance Indicators***

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which principals are meeting each standard. This helps principals and their evaluators clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Using Standard 5 (Communication and Community Relations) as an example, a set of performance indicators is provided in Figure 4.

Figure 4: *Performance Indicators*

**PERFORMANCE STANDARD**

|  |
| --- |
| **Performance Standard 5: Communication and Community Relations**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*  **PERFORMANCE INDICATORS** |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.  5.2 Communicates the mission and shared vision, 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 in an explicit and professional manner to 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 Advocates for students and acts to influence local, district, and state decisions affecting student learning.  5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence*.* |

Evaluators and principals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a principal’s performance on each standard with evidence generated from multiple performance indicators, but not necessarily all performance indicators.***

***Performance Rubrics***

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 for 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. Figure 5 shows an example of a performance appraisal rubric for Standard 5 (Communication and Community Relations).

Figure 5: *Performance Appraisal Rubric*

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication. | **The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.** | The principal **inconsistently** communicates and/or **infrequently** collaborates withstakeholders. | The principal demonstrates **inadequate** and/or detrimental communication or collaboration with stakeholders. |

*Note:* The rating of *accomplished* is the expected level of performance.

**DOCUMENTING PERFORMANCE**

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the principal’s work. The sources of information described in Figure 6 were selected to provide comprehensive and accurate feedback on principal performance.

Figure 6: *Multiple Data Sources for Principal Evaluation*

|  |  |
| --- | --- |
| **Data Source** | **Definition** |
| Survey | Surveys provide information to principals about perceptions of job performance. Principals should use their reflection on the survey results to inform their professional growth plan. |
| Self-Reflection | Self-reflection is a critical self-examination of practice on a regular basis to deepen knowledge, expand repertoire of skills and incorporate findings to improve practice and should inform the development of the professional growth plan. |
| Professional Growth Plan | A plan, developed collaboratively with the evaluator, to increase effectiveness from experiences that develop an educator’s skills, knowledge, expertise and other characteristics. |
| Observations/  School Site Visits | Observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator. |
| Documentation | Artifacts created in the day-to-day work of running a school that can provide evidence of meeting the performance standards. |
| Student Growth Goal Setting | Principals, in conjunction with their evaluators, set goals for professional growth and school improvement. |

To address the contextual nature of the principal’s job, each principal should provide a school profile narrative to his or her evaluator. This may be done via the *Student Academic Growth Goal Setting Form*. It is strongly recommended that the principal also discuss the unique characteristics of the school with the evaluator.

**Alignment of Performance Standards with Data Sources**

Whether a principal is meeting the performance standards may be evidenced through multiple data sources. Figure 7 shows which type of data sources may provide evidence of meeting a particular performance standard.

Figure 7: *Aligning Multiple Data Sources with Performance Standards*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Performance Standard** | **Surveys** | **Self-Reflection** | **Professional Growth Plan** | **Observation/ School Site Visits** | **Documentation** | **Student Growth Goal Setting** |
| 1. Instructional Leadership | **X** | **X** | **X** | **X** | **X** |  |
| 2. School Climate | **X** | **X** | **X** | **X** | **X** |  |
| 3. Human Resources Management | **X** | **X** | **X** |  | **X** |  |
| 4. Organizational Management | **X** | **X** | **X** | **X** | **X** |  |
| 5. Communication and Community Relations | **X** | **X** | **X** | **X** | **X** |  |
| 6. Professionalism | **X** | **X** | **X** | **X** | **X** |  |
| 7. Student Growth |  |  |  |  | **X** | **X** |

**Surveys**

Surveys are an important data collection tool used to gather client data regarding their perceptions of the principal’s performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) ‒ in other words, to provide feedback directly to the principal for professional growth and development. Surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

During alternating years, the principal or the school working conditions will be surveyed using the *Vanderbilt Assessment of Leadership in Education* (VAL-ED) or *TELL Kentucky*, respectively. These surveys will normally be completed by **[date]**. Principals may also administer additional surveys as they see fit. The principal will provide a summary of the surveys to the evaluator as part of the *Reflective Practice and Professional Growth Planning Template* located in Part III.

**Self-Reflection**

Self-reflection is a process by which one may judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement.[[3]](#endnote-3) 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.[[4]](#endnote-4) Evidence suggests that self-reflection is a critical component of the reflection process and is strongly encouraged. Furthermore, self-reflection can help a principal to target areas for professional learning. Principals should conduct their self-reflection using the *Reflective Practice and Professional Growth Planning Template* provided in Part III.

Principals should conduct a self-reflection by October 1 as part of their growth plan and should refer to it throughout the year to see if their strategies for improving performance are effective. As part of the self-reflection, principals should reflect on results from *VAL-ED* and/or *TELL Kentucky* surveys. Principals share their self-reflections with their supervisors as they collaboratively develop their individual professional growth plan.

**Professional Growth Plan**

The purpose of a professional growth plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to principals in strengthening their competencies in the identified growth need areas. The Professional Growth Plan, developed collaboratively with the evaluator, should address realistic, focused, and measurable professional goals. The plan should connect data from multiple sources. (e.g,. survey results, self-reflection on the standards, data on student growth and achievement, and professional growth needs). These goals should become the focus of professional growth activities, support, and on-going reflection. Using the *Reflective Practice and Professional Growth Planning Template*, this process should be completed by October 1, reviewed at mid-year for any needed revision of strategies, and reviewed at the end of the year for professional goal accomplishment.

**Observations/School Site Visits**

Observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

Site visits are a method by which evaluators may gain insight into whether principals are meeting the performance standards. Evaluators are encouraged to conduct multiple site visits to the principal’s school. During a site visit, evaluators should discuss various aspects of the job with the principal. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the principal reflect on his or her performance, which may provide insight into how the principal is addressing the standards. Such a discussion may also help the principal to think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators can use the principal’s responses to the questions to determine issues they would like to further explore with the principal’s faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, and by having an honest, open discussion, the principal is provided with an opportunity to explain the successes and trials the school community has experienced in relation to school improvement. It also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the *Observation/Site Visit Form* in Part III. Following the site visit, evaluators should provide timely and specific feedback to the principal. Evaluators should conduct at least two observations/site visits with a minimum duration of one hour. The first should occur prior to the mid-year review.

**Documentation**

Documentation created in the day-to-day running of a school can provide evidence related to specific performance standards. While some documentation is collected by the district and reviewed outside of the evaluation process, it can also be used as a data source in principal evaluation. Identification of artifacts that support the individual principal growth plan and performance standards should be done as a collaborative effort between the evaluator and principal. The evaluator will identify and use artifacts available through the work cycle. At the same time the principal may have access to additional artifacts that support the identified goals/performance standards and can provide the evaluator with these. Principals will complete the *Documentation Form* prior to a conference with the evaluator. During the conferencing process, documentation for the performance standards will be reviewed and additional artifacts that may be needed by the evaluator will be discussed.

Figure 8*: Examples of Documentation*

**Standard 1 ‒ Instructional Leadership**: Comprehensive School Improvement Plan; instructional walk-through data; vision/mission/core belief statements; leadership/school improvement team/PLCs agendas; professional growth plan; student growth monitoring data; schedules for students in the alternative education program; faculty meeting agendas/minutes; project-specific summaries of a goal; compliance with Standards of Accreditation; program reviews; staff learning plan; school committees, members, and minutes.

**Standard 2 ‒ School Climate**: Monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; summary of surveys of staff; student recognition; student groups/clubs; student survey form; TELL survey results; VAL-ED survey results.

**Standard 3 ‒ Human Resources Management**: Staff evaluation schedule including observation schedule; evidence of teachers and staff serving as leaders in the school, school district, and school community; staff evaluations; school celebrations; teacher/staff appreciation; staff recognition program; Corrective Action Plans; mentorship program.

**Standard 4 ‒ Organizational Management**: Building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; Career and Technical Education compliance; Special Education compliance; long-range goals; short-range goals; master schedule; building administrator organizational chart.

**Standard 5 ‒ Communication and Community Relations**: School council meeting minutes; newsletters; PAC/PTO/PTA agendas/minutes; optional parent/community survey; website link; completion of annual school safety audit; Safe School’s committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups; FRYSC; parent/community volunteer hours.

**Standard 6 ‒ Professionalism**: Staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership; demonstrating/applying professional learning; results of professional learning on school goals.

**Standard 7 ‒ Student Growth**: Analysis of grades for the marking period; documentation of meeting established annual goals (e.g., school improvement plan); student growth percentile data; data on student achievement from other valid, reliable sources (e.g., pattern of improvement in advanced pass rate on state assessments, KPREP data, etc). *See listing in the Goal Setting section of this document.*).

**Goal Setting for Student Growth**

One approach to linking student academic growth to principal performance involves building the capacity for principals and their supervisors to interpret and use student achievement data, and other relevant measures of student and school success, to set target goals for student and school improvement. Setting goals ‒ not just any goals, but goals set squarely on measurable student performance ‒ is a powerful way to enhance professional performance and, in turn, positively impact student academic growth. *Student Academic Growth Goal Setting* is designed to improve student learning.

***Student Academic Growth Goal Setting Process***

Principals are responsible for setting at least one school growth goal that is tied directly to school improvement and improved student academic growth and/or to the school’s comprehensive improvement plan that are developed and updated regularly. 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 student population. The principal’s and school goals should be aligned with district goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Growth Goal Setting Form* in Part III may be used for developing and assessing each annual goal. Goals should be reviewed at the beginning of the year, mid-year, and end of the year to determine the progress. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students are, as a whole, 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. Note: established annual goals are never adjusted; only strategies to meet goals are adjusted. Figure 9 depicts these steps.

Figure 9: *Goal Setting Process*[[5]](#endnote-5)

**Step 1:**

Determine Needs

**Step 2:**

Create specific growth goals based on baseline data

**Step 3:**

Create and implement leadership and management strategies

**Step 4:**

Monitor progress through ongoing data collection

**Step 5:**

Determine goal attainment

***Examples of Measures of Student Academic Growth***

To be able to measure goal attainment, principals must identify valid measures of student academic growth appropriate to their school settings. Figure 10 shows suggested focus areas for goal setting that provide measures of student academic growth focused on school improvement.

Figure 10: *Examples of Measures* *of Student Academic Growth*

* Pattern of improvement in state assessment scores
* Pattern of achievement gap reduction on state assessments
* Pattern of improvement across grade levels on state assessments
* Pattern of improvement in students meeting or exceeding EPAS benchmarks
* Increase the number/percent of students exiting primary programs, reading on grade level (e.g., from fall to spring each year, reduce the percent of children failing to meet DIBELS, STAR, PAS, MAP benchmarks, or district common assessments for being on track to be proficient in reading by grade 3)
* Increase the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
* Increase the percentage of English Learners (EL) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics state assessments
* Pattern of increased percentage of first- through third-grade students reading on grade level
* Pattern of increased percentage of students who receive a high school diploma
* Pattern of increased number of students earning college credit while in high school
* Pattern of increased graduation rate
* Percent increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
* Percent increase in the number of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
* Pattern of increased attainment of advanced diplomas
* Pattern of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials

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

***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 (Figure 11) is a useful way to self-assess a goal’s feasibility and worth.

Figure 11: *Acronym for Developing Goals*

|  |
| --- |
| **S**pecific: The goal is focused.  **M**easurable: An appropriate instrument/measure is selected to assess the goal.  **A**ppropriate: The goal is within the principal’s control to effect change.  **R**igorous, but **R**ealistic: The goal is feasible for the principal and/or school.  **T**ime limited: The goal is contained within a single school year. |

***Submission of the Goal Setting Form***

Principals complete a draft of their goal 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 goal to their evaluator prior to October 30.

***Mid-Year Review of Goal***

A mid-year review of progress toward the goal is held for all principals. Note: Annual goals are never changed; only strategies to meet the goals can be changed. 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 by January 30. 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.

**Other Methods for Connecting Student Growth to Principal Effectiveness**

Multiple measures of student academic growth will account for **xx** percent of a principal’s summative evaluation.

* For elementary and middle school principals:
* **xx** percent of the student academic growth measure is comprised of the student growth percentiles in the school as provided from the Department of Education when the data are available and can be used appropriately.
* The other **xx** percent of the student academic growth measure will be comprised of alternative measures such as *Student Academic Growth Goals* with evidence that the alternative measures are appropriate. *Note:* As discussed in the *Goal Setting* section, these progress measures should be grounded in validated, quantitative, objective measures, using tools already available in the school, if possible.
* For high school principals: Because student growth percentiles will only be available for Grades 4-8 in Reading and Math, the entire **xx** percent of the principal evaluation will be measured using alternative measures such as *Student Academic Growth Goals* with evidence that the alternative measures are valid.

***Student Growth Percentiles***

Student growth percentiles (SGPs) provide student-level progress information for students. SGPs range from 1 to 99, where higher numbers represent higher relative progress and lower numbers represent lower progress, relative to students who have similar state standardized test scores in the past. The statistical method works independently of state test performance levels. Therefore, nearly all students for whom a student growth percentile is available, no matter the scores they earned on past state tests, have equal chances to demonstrate growth across the range of percentiles on the next year’s test.

SGPs describe the percentile for ***change in achievement****,* not absolute achievement. Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student’s SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the state test.

For use in principal evaluation, the school district will aggregate the SGP data at the school level to determine a progress measure. The median SGP is the most appropriate single measure to determine typical growth in a school. The median SGP represents the midpoint in the distribution of student growth percentiles ‒ half of students earned SGPs and half earned lower SGPs. **xx** has defined categories of growth levels to assist in interpreting the student growth percentile data as shown in Figure 12.

Figure 12: *Possible Interpretation of Median Growth Percentiles*

|  |  |
| --- | --- |
| **Range of median student growth percentile** | **Interpretation** |
| < 40 | The majority of students demonstrated low growth |
| 40 to 69 | The majority of students demonstrated moderate or higher growth\* |
| > 69 | The majority of students demonstrated high growth |

\* This recommendation should only be applied after reviewing the distribution of the data. Groups of students that have a median SGP between 40 and 69 but have most have their students in the high and low growth categories ‒ with few showing moderate growth ‒ would have a different interpretation that must be reflected in the growth indicator.

Before using the median SGP as **xx** percent of a principal’s evaluation, the school district will determine whether sufficient student growth percentile data are available to apply to the evaluation. Minimum requirements for sufficient data are:

* Data from at least **xx** students are available, possibly from multiple years;
* Data from students are representative of students in the school; and
* Data from at least two years are available; three years should be reviewed whenever possible.

Figure 13 shows how SGPs could be incorporated into principals’ performance evaluation when the above conditions are met. Note that when there are insufficient SGPs to be representative of students in the school, it may still be appropriate to use SGPs as one component of the evaluation of student academic growth but at a lower percentage; in such cases, other validated quantitative measures of growth should be incorporated.

Figure 13: *Possible Methods for Incorporating Multiple Measures of Student Academic Growth*

| **Principal** | **Application of Student Growth Percentiles** | **Other Measures of Student Growth and Achievement** |
| --- | --- | --- |
| Elementary School and Middle School | **xx** percent of the total evaluation based on student growth percentiles\* | **xx** percent of the total evaluation based on other measures of student academic growth.   * Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. * Goal setting should incorporate data from valid achievement measures (e.g., state assessment results, state benchmarks) that focus on school improvement whenever possible. |
| High School | Not applicable | **xx** percent of the total evaluation based on measures of student academic growth other than the SGP.   * Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic growth. * Goal setting should incorporate data from valid achievement measures (e.g., state assessment results, state benchmarks) that focus on school improvement whenever possible. |

**RATING PRINCIPAL PERFORMANCE**

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of principals. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the district, other district administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

**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 *exemplary* to *ineffective*. The use of the scale enables evaluators to acknowledge effective performance (i.e., *exemplary* and *accomplished*) and provides two levels of feedback for principals not meeting expectations (i.e., *developing* and *ineffective*). The definitions in Figure 14 offer general descriptions of the ratings. *Note:* Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. Principals are expected to perform at the *accomplished* level.

Figure 14*: Definitions of Terms used in Rating Scale*

| **Cat.** | **Description** | **Definition** |
| --- | --- | --- |
| **Exemplary** | 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 |
| **Accomplished** | 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. | Proficient 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 |
| **Developing** | The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal’s performance is lacking in a particular area (i.e., needs improvement).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** | 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. | Unacceptable 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 |

**Mid-Year Review (Needs decision by the steering committee prior to field test.)**

Principals within the school district will receive a mid-year formative evaluation to provide systematic feedback prior to the completion of a summative evaluation. Using the multiple data sources discussed previously, the evaluator will complete the *Principal Mid-Year Performance Review* (see Part III) to indicate if a principal has shown evidence of each of the performance standards. This form does not include an actual rating of performance. The evaluator should share the results of her or his assessment with the principal by January 30. The principal will complete the *Documentation Form* to share with the evaluator at this mid-year conference. Additionally, the principal and evaluator should discuss progress toward the student growth goal.

**Summative Evaluation (Needs decision by the steering committee prior to field test.)**

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. Principals will be rated on all seven performance standards using performance appraisal rubrics (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of principals and provides a general description of what each rating entails. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

The principal will complete the *Documentation Form* to submit to the evaluator prior to the summative evaluation conference. Additionally, the principal should provide documentation supporting progress made toward the student growth goal.

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 evaluator records the ratings and comments on the *Principal Summative Performance Report* in Part III. The results of the evaluation must be discussed with the principal at a summative evaluation conference.

***Single Summative Rating***

The calculations for a single summative rating will be determined as the field test progresses.

***Frequency of Summative Evaluation***

Per current regulation, all principals will be evaluated annually. Summative evaluations are to be completed by **xx**. Figure 15 details the evaluation schedules for all components of the evaluation system.

If non-renewal of a principal is anticipated, the summative evaluation ideally will occur at least one semester prior to the end of school year, provided that the principal has had an opportunity to complete all of the *Corrective action Plan* activities. Notification of principal demotion should occur by May 15.

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

*Note:* The details for the actual evaluation schedule should be determined by the school district prior to implementation.

Figure 15: *Possible Evaluation Schedule*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timeline** | **Activity** | **Task or Document** | **Responsibility of** | |
| **Evaluator** | **Principal** |
| By October 1 | * Principals conduct self-reflection on survey results and performance standards * Principal and evaluator collaboratively develop PGP | * *Reflective Practice and Professional Growth Planning Template* * *Reflective Practice and Professional Growth Planning Template* |  |    |
| By October 30 | Principal and evaluator collaboratively set student growth goal | * *Student Academic Growth Goal Setting Form* |  |  |
| Prior to mid-year review | Evaluators conduct observation/site visit | * *Observation/Site Visit Form* |  |  |
| By January 30 | Mid-Year formative evaluation of all principals including review of student growth goal, PGP, and documentation | * *Student Academic Growth Goal Setting Form* * *Reflective Practice and Professional Growth Planning Template* * *Documentation Form* * *Principal Mid-Year Performance Review* |      |      |
| By end of school year | Evaluators conduct observation/site visit | * *Observation/Site Visit Form* |  |  |
| By June 30 | Summative Evaluation of all Principals including review of student growth goal, PGP, and documentation | * *Student Academic Growth Goal Setting Form* * *Reflective Practice and Professional Growth Planning Template* * *Documentation Form* * *Principal Summative Performance Report* |      |      |

**All dates need to be revisited based on information from state dates.**

**Documentation Records**

Documentation records are maintained by both the principal and the evaluator for the entire evaluation period. If the principal transfers among schools within the district, the documentation may be forwarded to the receiving school’s site administrator. At the end of an evaluation cycle, the evaluator should retain copies of the *Reflective Practice and Professional Growth Planning Template Observation/Site Visit Form*, *Documentation Form, Student Academic Growth Goal Setting Form, Principal Mid-Year Performance Review*, *Principal Summative Performance Report,* and *Corrective Action Plan* (if needed).

**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 district-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 *Corrective Action Plan,* which has a more formal structure and is used for notifying a principal of performance that *requires* improvement due to less-than-acceptable performance. The tools may be used independently of each other. Figure 16 highlights key differences between the two processes.

Figure 16: *Tools to Increase Professional Performance*

|  |  |  |
| --- | --- | --- |
|  | **Support Dialogue** | **Corrective Action Plan** |
| **Purpose** | For principals who could benefit from  targeted performance improvement OR  who would like to systematically focus on  his or her own performance growth. | For principals whose work is  in the *developing* or *ineffective* categories |
| **Initiates Process** | Evaluator or principal | Evaluator |
| **Documentation** | Form Provided: Optional  Memo or other record of the discussion/  other forms of documentation at the  district level | Form Required: *Corrective Action Plan*  District level  Superintendent is notified |
| **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 *Corrective Action Plan* | Sufficient improvement –recommendation to continue employment  Inadequate improvement, recommendation to continue on *Corrective Action 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. This is an optional component 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. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* in Part III. 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 are provided in Figure 17.

Figure 17: *Sample Prompts*

|  |
| --- |
| **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 do you need in order to address you concerns?*  **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 an acceptable 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 *Corrective Action Plan*. Once placed on a *Corrective Action Plan* the employee will have 90 calendar days to demonstrate that the identified deficiencies have been corrected.

**Corrective Action Plan**

If a principal’s performance does not meet the expectations established by the school district, the principal will be placed on a *Corrective Action Plan*. A *Corrective Action 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 *Corrective Action Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

* a principal receives two or more *not evident* ratings at the mid-year review;
* a rating of *developing* 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 Corrective Action Plan***

When a principal is placed on a *Corrective Action Plan,* the evaluator must:

1. provide written notification to the principal of the area(s) of concern that need(s) to be addressed;
2. formulate a *Corrective Action Plan* in conjunction with the principal; and

c) review the results of the *Corrective Action 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 Corrective Action Plan***

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

a) Sufficient improvement has been achieved; the principal is no longer on a *Corrective Action Plan* and is rated *accomplished*.

b) Partial improvement has been achieved but more improvement is needed; the principal remains on a *Corrective Action Plan* and is rated *developing*.

c) Little or no improvement has been achieved; the principal is rated *ineffective*.

When a principal is rated *ineffective*, the principal may be recommended for dismissal. If not dismissed, a new *Corrective Action Plan* will be implemented. Following completion of the *Corrective Action Plan*, if the principal is rated *ineffective* a second time, the principal will be recommended for dismissal.

***Request for Review of an Ineffective Rating***

The principal may request a review of the evidence in relation to an *ineffective* rating received on a Summative Evaluation or, as a result of a *Corrective Action Plan*, in accordance with the policies and procedures of the school district.

**PART II:** **PERFORMANCE STANDARDS**

Principals are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.**

|  |
| --- |
| **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 growth and school improvement.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.  1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous 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 Demonstrates knowledge of research-based instructional best practices  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 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.  1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*  1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.  1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.  1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.  1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.  1.12 Demonstrates the importance of professional growth 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 learning has on the staff/school improvement and student academic progress. |

\* Principals should reference the ten assessment competencies identified in Appendix A.

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth 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 growth and school improvement.** | The principal **inconsistently** fosters 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 growth and school improvement. | The principal **rarely** fosters 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 growth 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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.  2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.  2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.  2.4 Promotes a culture of collaboration, trust and shared leadership.  2.5 Supports the staff through continuous improvement efforts.  2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.  2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.  2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.  2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.  2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.  2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| 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 **rarely** promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or 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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.  3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.  3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.  3.4 Provides a mentoring process for all new and targeted instructional personnel.  3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.  3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.  3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.  3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.  3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.  3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, 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, 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. |

|  |
| --- |
| **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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.  4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.  4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.  4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.  4.5 Reviews fiscal records regularly to ensure accountability for all funds.  4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.  4.7 Follows state and local policies with regard to finances, school accountability, and reporting.  4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| The principal excels at organizational management, 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. |

|  |
| --- |
| **Performance Standard 5: Communication and Community Relations**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.  5.2 Communicates the mission and shared vision, 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 in an explicit and professional manner to 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 Advocates for students and acts to influence local, district, and state decisions affecting student learning.  5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence*.* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication. | **The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.** | The principal **inconsistently** communicates and/or **infrequently** collaborates withstakeholders. | The principal demonstrates **inadequate** and/or detrimental communication or collaboration with stakeholders. |

|  |
| --- |
| **Performance Standard 6: Professionalism**  *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession*. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.  6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.  6.3 Maintains a professional appearance and demeanor.  6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.  6.5 Maintains confidentiality.  6.6 Maintains a positive, optimistic, and straight-forward attitude.  6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.  6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.  6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.  6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher***.***  6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities 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 learning, and contributing to the profession.** | The principal is **inconsistent** in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession. | The principal shows **disregard** for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession. |

|  |
| --- |
| **Performance Standard 7: Student Growth**  *The principal’s leadership results in acceptable, measurable student academic growth based on established standards.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 7.1 Uses appropriate techniques for gathering and analyzing data from multiple sources to use in making decisions related to student academic growth and school improvement.  7.2 Collaboratively develops, implements, and monitors the school improvement plan that addresses student gaps, growth, and achievement.  7.3 In collaboration with their evaluator, sets student growth goals and benchmarks, and implements appropriate strategies to accomplish desired outcomes.  7.4 Ensures teachers’ student achievement goals are aligned with school/district-level goals for increased student academic progress and for meeting state benchmarks.  7.5 Collaborates with teachers and staff to monitor and improve multiple measures of student growth through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.  7.6 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.  7.7 Uses faculty meetings, team/department meetings, and professional learning activities to focus on student growth outcomes.  7.8 Provides evidence that students are meeting specific, measurable, realistic, and appropriate achievement goals.  7.9 Communicates assessment results to all appropriate stakeholders. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | **Accomplished**  *is the expected level of performance.* | **Developing** | **Ineffective** |
| In addition to meeting the standard, the principal’s leadership results in a high level of student academic growth with all populations of learners. | **The principal’s leadership results in acceptable, measurable, student academic growth based on established standards.** | The principal’s leadership results in **less than typical** student academic growth. | The principal’s leadership results in **minimal** student academic growth. |

**PART III: FORMS**

**INTRODUCTION**

Part III contains copies of forms and logs used during the supervision of principals (Figure 18). The evaluator maintains the forms and provides copies to the principal. At a minimum, the evaluator retains copies of the completed *Reflective Practice and Professional Growth Planning Template Observation/Site Visit Form*, *Documentation Form, Student Academic Growth Goal Setting Form, Principal Mid-Year Performance Review*, *Principal Summative Performance Report,* and *Corrective Action Plan* (if needed). School districts need to decide which optional forms will be used.

Figure 18: *Forms*

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | | **Documentation**  **Completed by** | |
| **Evaluator** | **Principal** |
| **Self-Reflection/**  **Professional Growth** | Reflective Practice and Professional Growth Planning Template |  |  |
| **Observation/**  **Site Visit** | Observation/Site Visit Form |  |  |
| **Documentation** | Documentation Form |  |  |
| **Goal Setting** | Student Academic Growth Goal Setting Form |  |  |
| **Reports** | Principal Mid-Year Performance Review |  |  |
| Principal Summative Performance Report |  |  |
| **Improvement** | Support Dialogue Form *(optional)* |  |  |
| Corrective Action Plan Form |  |  |

**Reflective Practice and Professional Growth Planning Template**

|  |  |
| --- | --- |
| **Principal** |  |
| **EPSB ID#** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |

**Part A: Reflection on Survey Results**

VAL-ED 360 TELL Kentucky Other:

|  |  |  |
| --- | --- | --- |
| **Number of Surveys Distributed** | **Number of Completed Surveys Returned** | **Percentage of Completed Surveys Returned** |
|  |  |  |

Describe your survey population(s).

List factors that might have influenced the results.

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

How will you use this information for continuous professional growth?

**Part B: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System**

*Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (E=Exemplary; A = Accomplished; D = Developing; I = Ineffective) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Strengths and areas for growth** |
| **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 growth and school improvement.* | E | A | D | I |  |
| **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.* | E | A | D | I |  |
| **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.* | E | A | D | I |  |
| **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.* | E | A | D | I |  |
| **5. Communication and Community Relationship**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* | E | A | D | I |  |
| **6. Professionalism**  *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession*. | E | A | D | I |  |
| **7. Student Progress**  *The principal’s leadership results in acceptable, measurable student academic growth based on established standards.* | E | A | D | I |  |

Select an area of growth from the above self-reflection to focus your professional growth goals.

**Part C: Connecting Priority Growth Needs to Professional Growth Planning**

**1) Initial Reflection:** *Based on the areas of growth identified in Part B, complete this section at the beginning of the school year.*

|  |  |
| --- | --- |
| **Professional Growth Goal:**   * What do I want to change about in my leadership or management role that will effectively impact student learning? * What is my personal learning necessary to make that change? * What are the measures of success? |  |

|  |  |  |
| --- | --- | --- |
| **Action Plan** | | |
| **Professional Learning** | **Resources/Support** | **Targeted Completion Date** |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measures of Goal Attainment (Tools/Instruments):** | | **Expected Student Growth Impact:** | |
|  | |  | |
| **Demonstrable:**  ***Identify the documentation intended to demonstrate your professional growth.*** | | | |
| □ Documentation | □ Self-Assessment | | □ Ongoing Self-Reflection |
| □ Certificate of Completion | □ Teaming with Colleague | | □ Observation Data |
| □ Other: (please specify) | | | |

|  |  |
| --- | --- |
| **Administrator’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

**2) On-going Reflection:** Complete this section at mid-year to identify progress toward each Professional Growth Goal

|  |  |  |
| --- | --- | --- |
| **Date** | **Status of Professional Growth Goal** | **Revisions/Modifications** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Administrator’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

**3) Summative Reflection:** *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

|  |  |
| --- | --- |
| **Date:** | **End of Year Reflection:** |
|  |  |

|  |
| --- |
| **Next Steps:** |
|  |

|  |  |
| --- | --- |
| **Administrator’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

|  |
| --- |
| **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 growth and school improvement.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.  1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous 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 Demonstrates knowledge of research-based instructional best practices  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 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.  1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*  1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.  1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.  1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.  1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.  1.12 Demonstrates the importance of professional growth 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 learning has on the staff/school improvement and student academic progress. |

|  |
| --- |
| **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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.  2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.  2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.  2.4 Promotes a culture of collaboration, trust and shared leadership.  2.5 Supports the staff through continuous improvement efforts.  2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.  2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.  2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.  2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.  2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.  2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community. |

|  |
| --- |
| **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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.  3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.  3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.  3.4 Provides a mentoring process for all new and targeted instructional personnel.  3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.  3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.  3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.  3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.  3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.  3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan. |

|  |
| --- |
| **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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.  4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.  4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.  4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.  4.5 Reviews fiscal records regularly to ensure accountability for all funds.  4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.  4.7 Follows state and local policies with regard to finances, school accountability, and reporting.  4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace. |

|  |
| --- |
| **Performance Standard 5: Communication and Community Relations**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.  5.2 Communicates the mission and shared vision, 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 in an explicit and professional manner to 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 Advocates for students and acts to influence local, district, and state decisions affecting student learning.  5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence*.* |

|  |
| --- |
| **Performance Standard 6: Professionalism**  *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession***.** |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.  6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.  6.3 Maintains a professional appearance and demeanor.  6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.  6.5 Maintains confidentiality.  6.6 Maintains a positive, optimistic, and straight-forward attitude.  6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.  6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.  6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.  6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher***.***  6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge. |

|  |
| --- |
| **Performance Standard 7: Student Growth**  *The principal’s leadership results in acceptable, measurable student academic growth based on established standards.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 7.1 Uses appropriate techniques for gathering and analyzing data from multiple sources to use in making decisions related to student academic growth and school improvement.  7.2 Collaboratively develops, implements, and monitors the school improvement plan that addresses student gaps, growth, and achievement.  7.3 In collaboration with their evaluator, sets student growth goals and benchmarks, and implements appropriate strategies to accomplish desired outcomes.  7.4 Ensures teachers’ student achievement goals are aligned with school/district-level goals for increased student academic progress and for meeting state benchmarks.  7.5 Collaborates with teachers and staff to monitor and improve multiple measures of student growth through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.  7.6 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.  7.7 Uses faculty meetings, team/department meetings, and professional learning activities to focus on student growth outcomes.  7.8 Provides evidence that students are meeting specific, measurable, realistic, and appropriate achievement goals.  7.9 Communicates assessment results to all appropriate stakeholders. |

**Observation/Site Visit Form**

*Directions: Evaluators should use this form to document evidence related to the standards obtained from observations or site visits. Suggested guiding questions for discussion are listed under each standard.*

**Principal: Date:**

**Evaluator:**

|  |
| --- |
| **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 growth and school improvement.*  ***Suggested Guiding Questions/Prompts:***   * *Please describe any innovative and effective leadership strategies that you have used this year.* * *What opportunities have you created this year for collaboration among teachers?* * *How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?* * *How do you make sure curriculum standards are taught by the teachers and mastered by the students?* * *How do you monitor teachers’ performance and provide constructive feedback to them?* * *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?* * *How do you involve the expertise of teacher leaders?*   ***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.*  ***Suggested Guiding Questions/Prompts:***   * *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.* * *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.* * *What are the strategies you use to nurture and sustain a climate of trust in your school?* * *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.* * *What are the internal and external factors that you perceive are affecting your school?* * *How have you strived this year to make the school environment more academically rigorous?*   ***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.*  ***Suggested Guiding Questions/Prompts:***   * *Please give examples of ways you have helped your teachers and staff to become more effective this year.* * *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.* * *In what ways do you support the achievements of high-performing teachers?* * *How do you ensure new teachers and staff receive the support they need during their first year?* * *How do you foster an atmosphere of professional learning among staff?* * *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*   ***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.*  ***Suggested Guiding Questions/Prompts:***   * *Please explain the ways in which you have demonstrated proactive decision-making this year.* * *Please provide an example of how you have been able to maximize your available resources.* * *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?* * *What information is used to inform the decisions related to organizational management?* * *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?* * *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school’s organizational management?*   ***Comments:*** |

|  |
| --- |
| **Performance Standard 5: Communication and Community Relations**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*  ***Suggested Guiding Questions/Prompts:***   * *Please describe how you promote the success of all students through communication.* * *How do you engage in open dialogue with multiple stakeholders from the larger school community?* * *How do you involve parents and families in student learning?* * *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?* * *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*   ***Comments:*** |
| **Performance Standard 6: Professionalism**  *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*  ***Suggested Guiding Questions/Prompts:***   * *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.* * *How do you communicate professional beliefs and values to all stakeholders?* * *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.* * *What professional learning have you sought out this year?* * *In what ways have you observed a change in your role as a school leader and your leadership style?* * *In what ways do you take an active role in professional organizations?*   ***Comments:*** |

|  |
| --- |
| **Performance Standard 7: Student Growth**  *The principal’s leadership results in acceptable, measurable student academic growth based on established standards.*  ***Suggested Guiding Questions/Prompts:***   * *Please give an example of how your leadership has resulted in a high level of student academic growth with all populations of learners.* * *What is the goal setting process in your school for student academic achievement?* * *Please give some examples of the goals your school has set this year that are directly associated with student achievement.* * *Please explain how interventions are designed and implemented to support student learning.* * *What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?* * *How do you empower teachers to be truly engaged in improving student success?*   ***Comments:*** |

Principal’s Signature Date

Evaluator’s Signature Date

**Documentation Form**

*Directions: The principal provides one to three examples in each standard he or she plans to share as documentation of meeting each performance standards. Documentation may also need to be shared in conversation, discussion, and/or annotations to clarify the principal’s practice and process for the evaluator. (Figure7 provides possible examples.)*

**Principal:**

**School: School Year:**

| **Standard** | **Mid-Year Date:\_\_\_\_\_\_\_\_\_\_\_\_** | **End of Year 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 growth and school improvement.* |  |  |
| **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.* |  |  |
| **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.* |  |  |

|  |  |  |
| --- | --- | --- |
| **Standard** | **Mid-Year Date:\_\_\_\_\_\_\_\_\_\_\_\_** | **End of Year Date:\_\_\_\_\_\_\_\_\_\_\_\_** |
| **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.* |  |  |
| **5. Communication and Community Relations** *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* |  |  |
| **6. Professionalism** *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.* |  |  |
| **7. Student Growth** *The principal’s leadership results in acceptable, measurable student academic growth based on established standards.* |  |  |

**Student Academic Growth Goal Setting Form**

*Directions: This form is a tool to assist principals in setting goals that result in measurable growth. These should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Growth.* ***Use a separate sheet for each goal.*** At least one goal must relate directly to student academic growth.

**Principal:**

**School: School Year:**

**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 does the current data show?) | 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 Growth | | |
| ***Strategy*** | ***Measurable By*** | ***Target Date*** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **VI. Mid-Year Review\***  (Describe goal progress and other relevant data.) | Mid-year review conducted on\_\_\_\_\_\_\_\_ Initials \_\_\_\_\_\_ \_\_\_\_\_\_  Principal’s Evaluator |
| **VII. End-of-Year Data Results** (Accomplishments at the end of year.) | Data attached |

\* While strategies for reaching goals may be modified, actual annual goals should not be changed.

**Initial Goal Submission (due by \_\_\_\_\_\_\_\_\_\_\_ to the evaluator)**

Principal’s Signature: Date:

Evaluator’s Signature: Date:

**End-of-Year Review**

Appropriate Data Received

Strategies used and data provided demonstrate application of professional growth? **Yes  No**

Principal’s Signature: Date:

Evaluator’s Signature: Date:

**Principal Mid-Year Performance Review**

*Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard. 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.*

**Principal: Date:**

**Evaluator:**

|  |
| --- |
| **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 growth and school improvement.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.  1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous 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 Demonstrates knowledge of research-based instructional best practices  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 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.  1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*  1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.  1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.  1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.  1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.  1.12 Demonstrates the importance of professional growth 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 learning has on the staff/school improvement and student academic progress.  **Comments:**  **🞎** Evident**🞎** Not Evident |

|  |
| --- |
| **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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.  2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.  2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.  2.4 Promotes a culture of collaboration, trust and shared leadership.  2.5 Supports the staff through continuous improvement efforts.  2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.  2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.  2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.  2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.  2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.  2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.  **Comments:**  **🞎** Evident**🞎** Not Evident |

|  |
| --- |
| **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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.  3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.  3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.  3.4 Provides a mentoring process for all new and targeted instructional personnel.  3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.  3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.  3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.  3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.  3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.  3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.  **Comments:**  **🞎** Evident**🞎** Not Evident |

|  |
| --- |
| **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.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.  4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.  4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.  4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.  4.5 Reviews fiscal records regularly to ensure accountability for all funds.  4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.  4.7 Follows state and local policies with regard to finances, school accountability, and reporting.  4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.  **Comments:**  **🞎** Evident**🞎** Not Evident |

|  |
| --- |
| **Performance Standard 5: Communication and Community Relations**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.  5.2 Communicates the mission and shared vision, 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 in an explicit and professional manner to 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 Advocates for students and acts to influence local, district, and state decisions affecting student learning.  5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence*.*  **Comments:**  **🞎** Evident**🞎** Not Evident |

|  |
| --- |
| **Performance Standard 6: Professionalism**  *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession***.** |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.  6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.  6.3 Maintains a professional appearance and demeanor.  6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.  6.5 Maintains confidentiality.  6.6 Maintains a positive, optimistic, and straight-forward attitude.  6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.  6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.  6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.  6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher***.***  6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.  **Comments:**  **🞎** Evident**🞎** Not Evident |

|  |
| --- |
| **Performance Standard 7: Student Growth**  *The principal’s leadership results in acceptable, measurable student academic growth based on established standards.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The principal:** |
| 7.1 Uses appropriate techniques for gathering and analyzing data from multiple sources to use in making decisions related to student academic growth and school improvement.  7.2 Collaboratively develops, implements, and monitors the school improvement plan that addresses student gaps, growth, and achievement.  7.3 In collaboration with their evaluator, sets student growth goals and benchmarks, and implements appropriate strategies to accomplish desired outcomes.  7.4 Ensures teachers’ student achievement goals are aligned with school/district-level goals for increased student academic progress and for meeting state benchmarks.  7.5 Collaborates with teachers and staff to monitor and improve multiple measures of student growth through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.  7.6 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.  7.7 Uses faculty meetings, team/department meetings, and professional learning activities to focus on student growth outcomes.  7.8 Provides evidence that students are meeting specific, measurable, realistic, and appropriate achievement goals.  7.9 Communicates assessment results to all appropriate stakeholders.  **Comments:**  **🞎** Evident**🞎** Not Evident |

**Strengths:**

**Areas of Improvement:**

Principal’s Name: Date:

Principal’s Signature:

Evaluator’s Name: Date:

Evaluator’s Signature:

**Principal Summative Performance Report**

*Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.*

**Principal: School Year(s):**

**School:**

**Performance Standard 1: Instructional Leadership**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | | **Accomplished**  *is the expected level of performance.* | | **Developing** | | **Ineffective** |
| The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth 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 growth and school improvement.** | | The principal **inconsistently** fosters 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 growth and school improvement. | | The principal **rarely** fosters 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 growth and school improvement. |
| *Comments:* |  | |  | |  | |

**Performance Standard 2: School Climate**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | | **Accomplished**  *is the expected level of performance.* | | **Developing** | | **Ineffective** |
| 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 **rarely** promotes 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | | **Accomplished**  *is the expected level of performance.* | | **Developing** | | **Ineffective** |
| The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, 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, 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | | **Accomplished**  *is the expected level of performance.* | | **Developing** | | **Ineffective** |
| The principal excels at organizational management, 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | | **Accomplished**  *is the expected level of performance.* | | **Developing** | | **Ineffective** |
| The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication. | | **The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.** | | The principal **inconsistently** communicates and/or **infrequently** collaborates withstakeholders. | | The principal demonstrates **inadequate** and/or detrimental communication or collaboration with stakeholders. |
| *Comments:* |  | |  | |  | |

**Performance Standard 6: Professionalism**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | | **Accomplished**  *is the expected level of performance.* | | **Developing** | | **Ineffective** |
| The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities 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 learning, and contributing to the profession.** | | The principal is **inconsistent** in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession. | | The principal shows **disregard** for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession. |
| *Comments:* |  | |  | |  | |

**Performance Standard 7: Student Growth**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Exemplary**  *In addition to meeting the requirements for Accomplished...* | | **Accomplished**  *is the expected level of performance.* | | **Developing** | | **Ineffective** |
| In addition to meeting the standard, the principal’s leadership results in a high level of student academic growth with all populations of learners. | | **The principal’s leadership results in acceptable, measurable, student academic growth based on established standards.** | | The principal’s leadership results in **less than typical** student academic growth. | | The principal’s leadership results in **minimal** student academic growth. |
| *Comments:* |  | |  | |  | |

**Evaluation Summary**

Recommended for continued employment.

Recommended for placement on a *Corrective Action Plan*. (One or more standards are *ineffective* or two or more standards are *developing*.)

Recommended for Dismissal/Non-renewal. (The principal has failed to make progress on a *Corrective Action Plan*, or the principal consistently performs below the established standards, or in a manner that is inconsistent with the school’s mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

**Improvement Goals:**

**Overall Evaluation Summary:**

**Overall Evaluation Summary Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| ❒ Exemplary | ❒ Accomplished | ❒ Developing | ❒ Ineffective |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Employee’s Signature/Date* *Administrator’s Signature/Date*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name Principal’s Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature Principal’s Signature *(Principal’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent’s Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent’s Signature Date

**Support Dialogue Form** *(optional)*

*Directions: Principals and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.*

**What is the area of targeted support?**

**What are some of the issues in the area that are causing difficulty?**

**What strategies have you already tried and what was the result?**

**What new strategies or resources might facilitate improvement in this area?**

Principal’s Name:

Principal’s Signature: Date:

Evaluator’s Name:

Evaluator’s Signature: Date:

**Corrective Action Plan Form**

*(Required for a principal placed on a Corrective Action Plan)*

**Principal: School:**

**Evaluator: School Year:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance**  **Standard**  **Number** | **Performance Deficiencies Within the Standard to be Corrected** | **Resources/Assistance Provided;**  **Activities to be Completed by the Employee** | **Target Dates** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

The principal’s signature denotes receipt of the form, and acknowledgment that the evaluator has

notified the employee of unacceptable performance.

Principal’s Name:

Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Initiated:

Evaluator’s Name:

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Initiated:

**Results of Corrective Action Plan[[6]](#footnote-1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance**  **Standard**  **Number** | **Performance Deficiencies**  **Within the Standard to be Corrected** | **Comments** | **Review Dates** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Final recommendation based on outcome of Corrective Action Plan:***

**🞎** The performance deficiencies have been satisfactorily corrected: The principal is no longer on a *Corrective Action Plan*.

**🞎** The deficiencies were not corrected. The principal is recommended for dismissal.

Principal’s Name:

Principal’s Signature: Date Reviewed:

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator’s Name:

Evaluator’s Signature: Date Reviewed:

**APPENDIX A**

**Ten Assessment Competencies for School Leaders[[7]](#footnote-2)**

1. The leader understands the attributes of a sound and balances assessment system, and the conditions required to achieve balance in local system.
2. The leader understands the necessity of clear academic achievement standards, aligned classroom-level achievement targets, and their relationship to the development of accurate assessments.
3. The leader understands the standards of quality for student assessments, helps teachers learn to assess accurately, and ensures that these standards are met in all school/district assessments.
4. The leader knows assessment for learning practices and works with staff to integrate them into classroom instruction.
5. The leader creates the conditions necessary for the appropriate use and reporting of student achievement information, and can communicate effectively with all members of the school community about student assessment results, including report card grades, and their relationship to improving curriculum and instruction.
6. The leader understands the issues related to the unethical and inappropriate use of student assessment and protects students and staff from such misuse.
7. The leader can plan, present and/or secure professional development activities that contribute to the use of sound assessment practices.
8. The leader knows and can evaluate the teacher’s classroom assessment competencies, and helps teachers learn to assess accurately and use the results to benefit student learning.
9. The leader analyzes student assessment information accurately, uses the information to improve curriculum and instruction, and assists teachers in doing the same.
10. The leader develops and implements sound assessment and assessment-related policies.

**REFERENCES**

Airasian, P. W. & Gullickson, A. (2006). In J. H. Stronge (Ed.), *Evaluating and teaching* (2nd ed., pp. 186-211). Thousand Oaks, CA: Corwin Press.

Bamburg, J. D., & Andrews, R. L. (1991). School goals, principals, and achievement. *School Effectiveness and School Improvement, 2,* 175-191.

Branch, G., Hanushek, E., & Rivkin, S. (2009). *Estimating principal effectiveness.* Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.

Brewer, D. J. (1993). Principals and student outcomes: Evidence from U.S. high schools. *Economics of Education Review, 12*(4), 281-292.

Catano, N., & Stronge, J. H. (2006). What are principals expected to do? Congruence between principal evaluation and performance standards. *NASSP Bulletin, 90*(3), 221-237.

Cawelti, G. (1999). *Portraits of six benchmark schools: Diverse approach to improving student achievement.* Arlington, VA: Educational Research Service.

Chappuis, S., Commodore, C., & Stiggens, R. (2010). *Assessment Balance and Quality: An Action Guide for School Leaders* (3rd ed.). Boston, MA: Pearson.

Cheng, Y. C. (1994). Principal’s leadership as a critical factor for school performance: Evidence from multi-levels of primary schools. *School Effectiveness and School* *Improvement, 5*(3), 299-317.

Cotton, K. (2003). *Principals and Student Achievement: What the Research Says.* Association for Supervision and Curriculum Development.

Ginsberg, R., & Thompson, T. (1992), Dilemmas and solutions regarding principal evaluation. *Peabody Journal of Education, 68*(1), 58-74.

Griffith, J. (2004), Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration, 42*(3), 333-356.

Hallinger, P., Brickman, L., & Davis, K. (1996). School context, principal leadership, and student reading achievement. *The Elementary School Journal, 96* (5), 527-549.

Hallinger, P., & Heck. R. H. (February, 1996). Reassessing the principal’s role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*(1), 5–44.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses related to student achievement. New York, NY: Routledge.

Heck, R. H. (2000). Examining the impact of school quality on school outcomes and improvement: A value-added approach. *Educational Administration Quarterly, 36*(4), 513-552.

Heck, R. H., & Marcoulides, G. A. (1996). School culture and performance: Testing the invariance of an organizational model. *School Effectiveness and School Improvement,* *7*(1), 76-95.

Joint Committee on Standards for Educational Evaluation (A. R. Gullickson, Chair). (2009). *The personnel evaluation standards: How to assess systems of evaluating educators.* Newburry Park, CA: Sage.

Kyrtheotis, A., & Pashiardis, P. (1998). The influence of school leadership styles and culture on students’ achievement in Cyprus primary schools.

Leithwood, K., & Jantzi, D. (2000). Principal and teacher leadership effects: A replication. *School Leadership and Management, 20*, 415-434.

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201-227.

Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly, 44*, 1-34.

Leitner, D. (1994). Do principals affect student outcomes? *School Effectiveness and School Improvement, 5*(3), 219-238.

Marcoux, J., Brown, G., Irby, B. J., & Lara-Alecio, R. (2003). *A case study on the use of portfolios in principal evaluation.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 21-25.

Mendro, R. L. (1998). Student achievement and school and teacher accountability. *Journal of Personnel Evaluation in Education, 12*, 257-267.

Pounder, D. G., Ogawa, R. T., & Adams, E. A. (1995). Leadership as an organization-wide phenomena: Its impact on school performance. *Educational Administration Quarterly, 31*, 564-588

Reeves, D. B. (2005). *Assessing educational leaders: Evaluating performance for improved individual and organizational results.* Thousand Oaks, CA: Corwin.

Ross, J., & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effect of collective teacher efficacy. *School Effectiveness and School Improvement, 17*(2), 179-199.

Silins, H., & Mulford, B. (2002). Leadership and school results. In K. Leithwood (Ed.), *The second international handbook of educational leadership and administration* (pp. 561-612). Norwell, MA: Kluwer Academic.

Snyder, J. & Ebmeier, H. (1990). Empirical linkages among principal behaviors and intermediate outcomes: Implications for principal evaluation. *Peabody Journal of Education, 68*(1), 75-107.

Stronge, J. H. (Ed.). (2006). *Evaluating teaching: A guide to current thinking and best practice* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Strong, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education.

Stronge, J. H., Richard, H. B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. H., Ward, T. J., Tucker, P. D., & Grant, L. W. (in press). Teacher quality and student learning: What do good teachers do? *Teacher Education Journal*.

Stufflebeam, D., & Nevo, D. (1991). Principal evaluation: New direction for improvement. *Peabody Journal of Education, 68*(2), 24-46.

Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). *Handbook on teacher portfolios for evaluation and professional development.* Larchmont, NY: Eye on Education.

Waters, J.T., Marzano, R.J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement: A working paper.* Aurora, CO: Mid-continent Research for Education and Learning (McREL).

Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. Retrieved from www.widgeteffect.org

Witziers, B., Bosker, R. J., & Krüger, M. L. (2003). Educational leadership and student achievement: The elusive search for an association. *Educational Administration Quarterly,* *39*(3), 398-425.

**ENDNOTES**

1. Catano, N., & Stronge, J. H. (2006); Stufflebeam, D., & Nevo, D. (1991). [↑](#endnote-ref-1)
2. Joint Committee on Standards for Educational Evaluation. (2009); Marcoux, J., Brown, G., Irby, B. J., & Lara-Alecio, R. (2003); Snyder, J. & Ebmeier, H. (1990). [↑](#endnote-ref-2)
3. Airason, P. W. & Gullickson, A. (2006). [↑](#endnote-ref-3)
4. Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). [↑](#endnote-ref-4)
5. Stronge, J. H. & Grant, L. H. (2008). [↑](#endnote-ref-5)
6. These sections are to be completed collaboratively by the evaluator and the principal. Pages may be added, if needed. [↑](#footnote-ref-1)
7. Excerpt from Chappuis, S., Commodore, C., & Stiggens, R. (2010). *Assessment Balance and Quality: An Action Guide for School Leaders (3rd ed*., p. 98). Boston, MA: Pearson. [↑](#footnote-ref-2)