

Measuring Principal Performance in Minnesota



A Report
A Model
And Recommendations

February 1, 2012

A report to the Minnesota Legislature on a Model for Principal Evaluation



SUBMITTED BY

Minnesota Department of Education

Minnesota Elementary School Principals' Association

Minnesota Association of Secondary School Principals

BACKGROUND

The Minnesota model for principal evaluation was developed in response to legislation passed in the 2011 Special Session. Provisions in legislation require that all principals be evaluated annually and set criteria to be met for both the substance and the process of the evaluation.

Legislation established a working group of stakeholders to develop a state model for principal evaluation. This model is not mandated but serves as a resource to be used by local districts that are mandated to develop and maintain a model. As prescribed in statute, the working group was jointly convened by the Commissioner of Education and the Executive Directors of the Minnesota Elementary Principals' Association (MESPA) and Minnesota Association of Secondary School Principals (MASSP).

Members

Membership on the working group consisted of parents, school administrators, school board members, teachers, higher education, other school employees, and public members. Membership was outlined in statute and supplemented by choices made by the commissioner, Minnesota Elementary School Principals' Association (MESPA) and Minnesota Association of Secondary School Principals (MASSP). (See Appendix A) A planning committee selected the membership and drafted and revised a schedule for the meetings. (See Appendix B)

Meetings

The working group held seven meetings beginning on October 24, 2011. Meetings were held from 1:00 p.m. to 4:00 p.m., although additional time was scheduled for two of the meetings.

A joint meeting with the Teacher Evaluation Work Group was held that focused on student assessment and longitudinal data. Following presentations on available data by Minnesota Department of Education (MDE) assessment staff, a panel of local and state assessment experts presented information and answered questions about the use of student and school data to inform decision-making related to evaluation.

The final meeting took place on January 23, 2012, at which time the report and model were adopted. Agendas for the meetings included numerous presentations and both small and large group discussions. The agendas were prepared and adjusted based on the availability of presenters and the progress of the committee. (See Appendix C)

CHARGE

The charge to the working group was threefold:

- First, the committee was to develop a performance-based system model for annually evaluating school principals that is consistent with and designed to implement the requirements of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b),
- Secondly, the committee was to submit a written report to the education committees of the Legislature by February 1, 2012. The report was to include all of the group's working papers discussing the responses to the model that was developed.
- Finally, the committee was requested to make recommendations for a performance-based system model.

In addition to being consistent with statutory requirements, when developing the system model, the committee was to at least consider the principal's role in developing and maintaining the following:

1. High standards for student performance
2. Rigorous curriculum
3. Quality instruction
4. A culture of learning and professional behavior
5. Connections to external communities
6. Systemic performance accountability
7. Leadership behaviors that create effective schools and improve school performance, including how to plan for, implement, support, advocate for, communicate about, and monitor continuous and improved learning

The working group had the option to consider a multi-tiered evaluation system that would support newly licensed principals and provide opportunities for advanced learning for more experienced school leaders. (See Appendix D)

STATUTORY REQUIREMENTS

Minnesota's principal evaluation requirements are contained in Minnesota Statutes, section 123B.147.

Purpose

The purpose of the evaluation is to enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement. Although the working group was directed to develop a model for evaluation, statute clearly indicates that it is the responsibility of a district to develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within the district.

The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

Requirements

Specifications in statute require that the evaluation:

- Be an annual evaluation
- Include formative and summative evaluations
- Be consistent with the job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals;
- Include on-the-job observations and previous evaluations;
- Allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses
- Use longitudinal data on student academic growth as an evaluation component
- Incorporate district achievement goals and targets
- Be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture
- Implement a plan to improve a principal's performance
- Specify the procedure and consequence if the principal's performance is not improved

No Child Left Behind (NCLB) Waiver Principles

In November, shortly after the working group started, the Minnesota Department of Education (MDE) submitted a No Child Left Behind (NCLB) waiver application. Principle 3 in the waiver application requires MDE to develop and adopt guidelines for local teacher and principal evaluation and support systems. Several specific expectations are included as part of this requirement. As a result, these requirements in the NCLB waiver principles were also discussed and considered. (See Appendix E for these requirements.)

CONTEXT

A growing body of research highlights the impact of a competent school leader on student performance. The old job of principal as administrative building manager is no longer sufficient and is giving way to new expectations. Today the key role for a principal is inspiring, supporting and developing teachers because they account for the largest share of a school's impact on student learning.

The recruitment, hiring, assignment and development of effective teachers is one of the essential roles for a principal. Although the skill of a teacher is key to a student's success, the principal is the person positioned to ensure consecutive years of effective teaching for a student. A principal develops a strong learning environment in several ways.

- ✓ Create a culture of high expectations
- ✓ Maintain a safe and nurturing climate
- ✓ Facilitate teacher collaboration
- ✓ Establish foundational data and instructional systems
- ✓ Observe and offer feedback on teacher practice
- ✓ Ensure all staff receive targeted professional development

A study commissioned by the Wallace Foundation found that successful principals have the skills to influence student achievement through two distinct means:

1. The support and development of effective teachers
2. The implementation of effective organizational processes

Personal leadership that clearly communicates expectations, aspirations and values aligned to a shared mission is important in motivating students, staff and the school community. This needs to be coupled with planning and operations in a school that organizes time effectively and aligns financial and human resources to support student learning. Part of leadership includes involvement with creating, implementing, promoting and communicating the mission, vision and goals for the district as well as the school.

The working group considered these and other traits of leader performance as well as the statutory requirements in developing the model that is part of this report.

WORKING GROUP PROCESS

A wide variety of information was presented and discussed by the committee. The process began with meetings examining the specifics in statute, developing some common understandings about terminology and reviewing information about other state and national models and their design. The committee repeatedly returned to the specifics in statute during the development of the model, in order to ensure fidelity, to the direction from the Legislature.

Other Models

Most states are in the development stages of creating models for administrator performance review and evaluation. A few states and districts are in the implementation or piloting stages of developing a model. There are also models being developed by organizations, colleges, individual districts and vendors throughout the nation. Several models or portions of models were reviewed by the committee.

In Minnesota, MESPA and MASSP, in collaboration with the Minnesota Association of School Administrators (MASA) and the Board of School Administrators (BOSA), developed a model. This model was presented to the Legislature during the 2011 session and reviewed by the working group at its first meeting.

At the second meeting, four other state models were presented; some of these are completed and others are still in development. These included models from Iowa, Illinois, North Carolina and Massachusetts. In addition, details of the requirements contained in the NCLB Waiver application were presented and discussed. The committee then took time to compare and contrast the five models in the context of a rubric of essential components.

Gathering Information

To develop a richer perspective and a deeper understanding of current practices, research and development of models on a national level, the committee heard presentations by national experts. These included Ben Fenton, chief strategy officer and co-founder for New Leaders for New Schools, and Joni Henderson, director for Discovery Education Assessment, who presented information about the Vanderbilt Assessment of Leadership in Education (VAL-Ed) process and model. VAL-Ed has received high ratings from reviewers because of its ability to quantify its performance ratings.

A presentation on the principal development work being done by the University of Minnesota's National Institute for School Leaders was given by Kent Pekel, its director. Finally, the legal implications related to evaluation practices and statutory discipline requirements were outlined by Roger Aronson, an attorney who represents Minnesota principals in disciplinary actions.

Structure of the Model

Minnesota's statute outlines nine components for the model that include several sub-components. The working group identified and addressed the components and sub-components that would, in its opinion, most appropriately be included in a state model.

Local District Decisions

Some of components and sub-components are appropriately the responsibility of the local district or are dependent on the outcomes of the evaluation itself.

For example, it would be difficult to write a district's goals into the state model. Also, prescribing developmental activities for a growth plan that are tied to insights gained as an outgrowth of the evaluation itself is appropriately a decision between the principal and the evaluator. As a result these are not part of the model but will be included as direction for the district. These areas as specified in statute, include:

- 1) Support to improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development
- 2) Principal's job description
- 3) District's long-term plans and goals
- 4) Principal's professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction
- 5) Professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture
- 6) A plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved

COMPONENTS OF THE STATE MODEL

The recommended state model includes three major components, which are noted in statute.

Component One is the supervisory evaluation conducted by the superintendent, or a designee that has been appropriately trained. This is to include on-the-job observations and previous evaluations.

Component Two is school level performance data tied to established goals related to student outcomes. This relates the component in statute specifying the use of longitudinal data on student academic growth as an evaluation component incorporating district achievement goals and targets.

Component Three is the use of surveys and other feedback from teachers and other stakeholders. The surveys or feedback are to be designed to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success.

These three areas when combined will determine a principal's summative evaluation and performance rating. This report and the model will address each of these areas.

Performance Levels

The Minnesota state model will contain four performance categories: Distinguished, Accomplished, Satisfactory and Unsatisfactory. A designation of Developing may be assigned to performance for a principal undertaking a new assignment or a principal in a probationary period. It may also apply if a significant change has occurred in district goals, curricula, leadership, or strategic vision. This designation may apply to any of the four performance designations.

Component One: Evaluation by the Supervisor

The superintendent is responsible for on-the-job observations as part of an annual evaluation of each principal assigned the responsibility of managing a school. The evaluation must be consistent with the job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals. Performance measures with more detailed indicators were adopted by the committee to be used as the basis for reviewing the principal's work. Rubrics and evidences are included to support completing this portion of the evaluation.

In addition, a process is outlined as to how to complete this and other components of the evaluation.

Performance Measures

Five Performance Measures were developed and adopted by the committee. These incorporate the concepts identified in statute as direction to the committee:

1. Establish a Vision and Mission Focuses on Shared Goals and High Expectations.
2. Provide Instructional Leadership for High Student Academic Performance
3. Manage Human Resources for Quality Instruction and Professional Growth
4. Build Professional and Ethical Relationships through Collaboration and Effective Communication
5. Strategically Manage Resources for Systemic Performance Accountability

Indicators for Performance Measures

For each performance measure, several indicators were assigned. To develop these indicators, the committee studied a wide variety of indicators, sometimes called descriptors, from several sources. This included indicators from the Minnesota Principal's model, other states' models, suggestions from New Leaders and VAL-Ed, Interstate School Leaders Licensure Consortium (ISLLC) and other sources.

Starting with an extensive list of indicators, the committee went through several revisions to narrow it down, to a final concise list of expectations tied to the performance measures. The original list and subsequent revisions can be found on the department website in the list of committee meeting documents. (See Appendix F.)

See Addendum A of the State Model for the final list of performance measures and the indicators that became part of the model.

Rubrics and Evidences

Rubrics identifying the behaviors, understandings and actions that are necessary to determine the level of attainment for each indicator were identified. The rubrics are designed to support consistency of implementation and decision-making by an evaluator. They also help describe expectations for performance and can serve as a basis for self-assessment and developing growth plans.

Rubrics are to be based on clearly defined evidence and measures. A variety of evidences and artifacts may be used to demonstrate that a particular competency has been met in whole or in part. These evidences may consist of observations, student or staff data, activities, documents and/or feedback that are tangible proof or confirm the work of the principal and support the rating given on a performance measure. The measures used in the evaluation system should have strong correlation to the criteria being evaluated. Examples of evidences are provided as part of the model, but local districts should supplement or substitute as appropriate.

A complete set of rubrics for each performance measure and the indicators for that area are attached to the model. Suggested evidences are also listed with each rubric. It is recommended that the evaluator use the rubric in the evaluation.

Process for Evaluation

Integral to the model is the process for completing the evaluation. Although this model does not include a specific timeline the steps fall naturally within a yearly timeframe and each district will be encourage to implement as appropriate to its needs. The evaluation process consists of eight steps:

1. Orientation on the process at which a complete set of materials are outlined and discussed
2. Pre-Planning on the part of the principal and includes reflection, self-assessment and identification of priorities
3. A goal-setting conference between the supervisor and principal to reach agreement on goals and review the process
4. An evidence collection period for the principal and the evaluator to gather information and for the supervisor to observe practice
5. A mid-year supervisor review to provide ongoing and timely feedback
6. An end-of-year summative review to assemble all summary information and conference to review and discuss
7. Summative performance rating to complete the review and to be signed by both the principal and evaluator
8. Development of a growth plan and/or implementation of consequences

Details for the process are outlined in the model.

Component Two: School Performance Data

In addition to the supervisory evaluation (Component One), the model includes two additional components as outlined in statute.

Component Two, as identified in statute, requires the use of longitudinal data on student academic growth. The State Model incorporates this through a goal-setting process. The principal is asked to set specific goals related to student achievement and school performance and is then evaluated on attainment of those goals during the evaluation period. The goal setting is done in collaboration with the evaluator.

Identified goals would include proficiency or growth measures using MCA scores along with other NCLB areas such as graduation rates and reducing achievement gaps. Goals in this area may be subject and subgroup specific.

School performance data may also use other student data points including other assessments (NWEA, MAP, ACT, NAEP), course completion information, attendance, suspensions or disciplinary referrals.

Component Three: Other Feedback Measures from Stakeholders

The third component in the model requires the use of feedback from other school community stakeholders. Multiple measures that seek information from student, parents, colleagues and staff are to be used to inform the evaluation. A survey is the most commonly used method of gathering this information.

Nationally, two approaches are used. One is to develop an in-house model and the second is to select from a list of certified external instrument or instruments. There are several examples that are available and list of examples are attached to the model.

The state model requires that feedback from stakeholders on a principal's performance be part of the summative evaluation and that, at a minimum, teacher feedback is included. A district may choose, but is not required, to gather feedback from other stakeholders. The local district shall determine the type of instrument used to gather this feedback.

Recommended Model

See Addendum A for a copy of the State Model developed by the committee.

Recommendations

1. Pilot this model in five districts of various sizes to evaluate the effectiveness and refine the model as needed.
2. Districts will be encouraged to establish and support a District Evaluation Committee to review the effectiveness, accuracy, fairness and consistency of decisions made in the evaluation model.
3. Clarify in statute that data on individual principals generated under this subdivision are personnel data under Minnesota Statutes, section 13.43.
4. The Legislature assures the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation model and its local implementation.
5. Develop a professional development model supporting the state principal evaluation process that is sustained, supported by resources, and based on adult learning principles. The model should include:
 - a. An initial orientation to the evaluation process for principals who will be evaluated;
 - b. Initial training and professional development supporting evaluators; and
 - c. Ongoing professional development for evaluators that calibrates evaluations annually to ensure continued rigor for the evaluation process.
6. Provide additional time to further refine the draft rubrics.
7. Provide additional time to review and identify appropriate surveys to provide examples for districts.
8. Address the requirements in Principle 3 in the NCLB Waiver, if granted, to assure state is meeting expectations in the waiver.

CONCLUSION

Although the timeline for development of the Minnesota State Model for Principal Evaluation was relatively short (about four months), the committee feels it is a comprehensive model and meets the requirements established in statute. This is a recommended model for consideration by districts but not a mandated model. A district should feel free to modify and adjust to meet its unique needs as long as they maintain and implement the three core components in making any changes.

At the heart of any evaluation is the desire for an exemplary principal as the educational leader and cheerleader in all schools. Instructional and organizational decisions that improve student achievement and contribute to a school culture where students and staff feel valued, supported, and inspired, will leave a lingering impression and impact on those who were a part of it.

APPENDIX A: MEMBERSHIP

Members, Planning Committee, Staff

Working Group Members

Co-chairs

Ken Dragseth, Director, University of Minnesota

Higher Education Administrative Licensing

Jackie Magnuson; Chair of the Rosemount-Apple Valley School Board;

Teacher in Northfield, Minnesota School Boards Association

Members

David Adney, Principal Minnetonka High School, Minnetonka Public Schools

Gary Amoroso, Executive Director Minnesota Association of School Administrators

Jim Bartholomew, Director Minnesota Business Partnership

Ruthe Batulis, President, Dakota County Regional Chamber of Commerce, Eagan

Rosalie Blaylark, PTA, District Parent Advisory Council, Minneapolis

Nomi Chial, Administrative Assistant Shakopee High School

Kevin Donovan, Chair of the Mahtomedi School Board; Minnesota School Boards Association

John Hamann, Underwood High School Principal; Minnesota State High School League

Kim Hartung, Hamline School of Education Faculty Coordinator, Administrative Licensure

Greg Keith, Director of Teaching and Learning East Metro Integration District

Barbara Klaas, Parents United; Hopkins School Board Member

JoAnn Knuth, Executive Director, Minnesota Association of Secondary School Principals

David Krenz, Superintendent, Austin Public Schools

Mary Kuperus, Education Assistant, New London-Spicer

Corey Lunn, Superintendent, Stillwater Area Public Schools

Mary Mackbee, Principal, St. Paul Central; Minnesota Board of School Administrators

Diana McHenry, Middle School Teacher of Special Education, South Washington County.

Nicholas J. Miller, Associate Professor, St. Cloud State University

Jon Millerhagen, Elementary Principal, Washburn School, Bloomington

Trish Perry, Middle School Principal, New London-Spicer

Charlie Plumadore, Secondary teacher, Milaca Public Schools

Christopher Orr, Manager, Government Affairs, MinnCan, St. Paul

Joe Rossow, Elementary Principal, Dowling School, Minneapolis Public Schools

P. Fred Storti, Executive Director, Minnesota Elementary School Principals Association

Diane Thompson, Elementary teacher, West St. Paul Public Schools

Greg Vandal, Education Consultant, Vox Liberi, Sauk Rapids

Ex-Officio Legislative Members:

Senator Terri Bonoff, Minnetonka Senate District 43, Senate Education Committee

Senator Carla Nelson, Rochester Senate District 30, Senate Education Committee

Representative Dan Fabian, District 1A, House Education Committee

Representative Sandra Peterson, District 45A, House Education Committee

Planning Committee

Gary Amoroso, Executive Director, Minnesota Association of School Administrators

Roger Aronson, Attorney/Lobbyist Representing MASSP and MESPA

Rose Hermodson, Assistant Commissioner, Minnesota Department of Education

JoAnn Knuth, Executive Director, Minnesota Association of Secondary School Principals.

Stan Mack, Executive Director, Minnesota Board of School Administrators (BOSA)

P. Fred Storti, Executive Director, Minnesota Elementary School Principals Association (MESPA)

Staff

Bobbie Burnham, Program Manager, Minnesota Department of Education

Deborah Leudtke, School Support Supervisor, Minnesota Department of Education

APPENDIX B: WORKING GROUP SCHEDULE

Monday, October 24, 1:00 p.m. - 4:00 p.m., TIES Snelling Room

- Introductions
- Charge to the group
- Review of legislation
- Presentations by MESPA, MASSP and BOSA of Work Completed
- Next Steps
- Set Calendar and Adjust agenda for future meetings

Monday, November 7, 1:00 p.m. - 4:00 p.m., TIES Snelling Room

- Review of information at federal level-NCLB Waiver Principles
- Review of models from state and national sources (NC, IL, IA and Other)
- Compare and contrast models
- Set calendar and adjust agendas for upcoming meetings

Monday, November 14, 1:00 p.m. - 4:00 p.m., TIES Snelling Room

- Presentation: Minnesota Principals Academy
- Presentation: New Leaders for New Schools
- Terminology & structure of model
- Begin development of model, recommendations and report
- Issues: Proficiency categories & Core Competencies
- Set calendar and agendas for upcoming meetings

Monday, December 5, 1:00 p.m. - 4:00 p.m., TIES Snelling Room

- Presentation by Val-Ed
- Legal Implications
- Continue development of model, recommendations and report
- Issues: Indicators/Descriptors; Evidences
- Set calendar and agendas for upcoming meeting

Monday, December 12, 11:30 a.m. - 4:30 p.m., TIES Snelling Room

- Prepare and discuss questions for January meeting on assessment
- Continue development of model, recommendations and report
- Issues: Timelines, process, forms & developmental expectations

Thursday, January 19, 1:00 p.m. - 3:30 p.m., MDE CC- B, Rooms 15 and 16

- Joint meeting with teacher evaluation working group on issues related to assessment and longitudinal data

Thursday, January 19, Separate Meeting for Work Group, 3:30 p.m. - 5:00 p.m.

- Review outline of draft report, discussion and revisions of model.
- Complete discussion of outstanding issues

Monday, January 23, 1:00 p.m. - 4:00 p.m., MDE CC-A, Room 13

- Review and Adopt Model and Final Report to Legislature
- Develop recommendations

APPENDIX C: MEETING AGENDAS

October 24, 2011

1:00 **Introductions:** Co-Chairs Jackie Magnuson and Ken Dragseth

- Goals
- Assumptions
- Vision

1:30 **Review of Charge to Group:** Rose Hermodson

- Develop a performance-based system model
- Submit a written report by February 1, 2012
- Make recommendations

1:45 **Review of legislation:** Roger Aronson & Rose Hermodson

- Consideration in 123B.147 Clarification of issues
- Working Group Direction in Statute
- Interaction of language
- What needs to be clarified
- Outstanding issues
- Common understandings

2:30 **Break**

2:45 **Presentation by BOSA, MESPA and MASSP of organizations' evaluation model**

Fred Storti, JoAnn Knuth and Stan Mack

3:45 **Next Steps**

- Agenda items
- Set calendars

3:55 **Housekeeping Items:** Mileage, etc.

4:00 **Adjourn**

November 7, 2011

1:00 **Introductions:** Co-Chairs Jackie Magnuson and Ken Dragseth

- Overview of Agenda

1:05 **NCLB Waiver Overview:** Sam Kramer MDE

- Actions Needed for ESEA Flexibility
- Questions being addressed by Waiver Group

1:30 Waiver requirements related to Principal Evaluation: Bobbie Burnham MDE

- Old focus vs. New focus
- Timeline for implementation
- Requirements for waiver
- Outstanding issues

2:00 Review other state models NC & IA: Fred Storti and Gary Amoroso**2:30 Break****2:45 Review of other state models IL & MA: Stan Mack & Bobbie Burnham****3:15 Compare and Contrast with MN model and Waiver Requirements**

- Small group discussion: Bobbie Burnham and Rose Hermodson
- Reporting out

3:55 Next Steps

- Agenda items
- Set calendars
- Housekeeping, Mileage, etc.

4:00 Adjourn**November 14, 2011****1:00 Overview of agenda: Co-Chairs Jackie Magnuson and Ken Dragseth****1:05 National Institute for School Leaders: Kent Pikel, University of Minnesota****1:30 New Leaders for New Schools: Ben Fenton, Chief Strategy Officer and Co-Founder**

- Designing and implementing evaluation systems based on research around effective principal practices.
- What is going on in other states and districts on principal evaluation.
- Specific recommendations for designing principal standards for performance based on New Leaders research.
- Review some existing principal evaluation instruments.

2:30 Break**2:45 Terminology and Structure of Model**

- Charge to Group/Val-Ed Components
- What needs clarification and defining

3:00 Development of Model: Group Discussion and Decision

- Group decision-making process

- Issue 1: Proficiency Categories
- Issue 2: Core Competencies

3:55 Next Steps

- Calendar and agenda items
- Housekeeping, mileage, etc.

4:00 Adjourn

December 5, 2011

1:00 Overview of agenda: Co-Chairs Jackie Magnuson and Ken Dragseth

1:05 Legal Implications: Roger Aronson

1:30 Vanderbilt Assessment of Leadership in Education (VAL-Ed): Joni Henderson, Director,
Discovery Education Assessment

- VAL-ED Standards
- VAL-ED the Instrument Overview
- Sample Principal Report
- Sample District Report

2:30 Break

2:45 Development of Model: Group/Small Group Discussion

- Proficiency Categories
- Rubric for Categories

3:00 Development of Model: Group/Small Group Discussion

- Core Competencies
- Indicators for Competencies

3:55 Next Steps

- Calendar and agenda items
- Housekeeping, mileage, etc.

4:00 Adjourn

December 12, 2011

11:30 Overview of agenda: Co-Chairs Jackie Magnuson and Ken Dragseth

- Group decision process
- NCLB waiver requirements

11:45 Decision # 1: Proficiency/Performance Levels: Committee Process

- Number and Title of categories

12:00 Decision # 2: Proficiency/Performance Levels: Committee Process

- Rubric
- For each competency?
- For each proficiency level?

12:30 Decision # 3: Refine Core Competencies: Committee Process

- How many
- Wording

1:00 Decisions # 4-11: Indicators for Core Competencies: Committee Process

- Review of December 5th feedback
- Selection of indicators for each competency

1:45 Break**2:00 Timelines, Process and Forms: Presentation, Bobbie Burnham, MDE Staff**

- Group Discussion of Timelines, process and forms
- Decision # 12-14

2:30 Decision # 15: Components of Model: Portions assigned to each area: Commissioner Brenda Cassellius

- Student Outcomes; supervisory observations; surveys; other, etc.

3:30 Develop Questions for January 19th meeting

- Achievement
- Growth
- Longitudinal data
- Other Data

4:00 Adjourn**January 19, 2012 Joint Meeting: Principal and Teacher Evaluation Work Groups****1:00 Overview of agenda: Brenda Cassellius and Rose Hermodson**

- NCLB waiver requirements updated -- Sam Kramer
- M.S. 120B.35 Student Academic Achievement and Growth

1:15 Assessment Data: Jennifer Dugan, Assessment Director

- Definition and Understanding of Assessment Terms
- Proficiency; What is measured; How calculated

- Value Added/Growth; What is model; How determined
- Achievement Gap
- Graduations Rates
- Formative and Summative Assessments; Industry standards
- Validity & Reliability of assessments

2:00 Longitudinal Data: Cathy Wagner

- What is available
- Statutory items – State & Federal requirement
- College and Career Readiness Courses in High School
- Course Completion; Rigorous Coursework
- Evaluation vs. accountability; how to use this data source

2:30 Break

2:45 Reaction Panel: David Heistad, Assessment Director for Minneapolis Public Schools;
Dr. Lloyd Komatsu, Assessment & Evaluation Coordinator, Forest Lake Public Schools;
Mark Davidson, Professor of Educational Psychology, U of M Department of Education;
Mark Kelemen, New Leaders for New Schools (National Perspective)

Issues:

- Local Use of Assessment for Evaluation Models
- School level measures (Principals/teachers)
- Other local options (NWEA, ACT, etc.)
- Non-tested areas (Social Studies, Sciences, Industrial Tech, etc.)
- K and lower grade levels where no MCAs
- For specialist; Music, Physical Education, Art, etc.
- Others: Counselors; Media, Band, Psychologist, Social Workers, etc.

3:30 Adjourn Joint meeting

3:45 Convene Principal Meeting

Overview of agenda: Co-Chairs Jackie Magnuson and Ken Dragseth

Review of Model and Draft Report: Rose Hermodson and Bobbie Burnham

- Core Competencies
- Indicators
- Rubrics/Evidences
- Process

4:30 Decisions on Final Components of State Model

- Portions assigned to each area
- Student Outcomes; supervisory observations; surveys; other, etc.
- Develop Recommendations

5:30 Adjourn**January 23, 2012**

1:00 Overview of agenda: Co-Chairs Jackie Magnuson and Ken Dragseth

1:15 Review and approval of final evaluation model

2:00 Review and approval of report

3:00 Review and approval of recommendations

4:00 Adjourn

APPENDIX D: STATUTORY DIRECTION

2011 First Special Session: Chapter 11 Language on Principal Evaluation Working Group

Sec. 47. IMPLEMENTING A PERFORMANCE-BASED EVALUATION SYSTEM FOR PRINCIPALS.

(a) To implement the requirements of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b), the commissioner of education, the Minnesota Association of Secondary School Principals, and the Minnesota Association of Elementary School Principals must convene a group of recognized and qualified experts and interested stakeholders, including principals, superintendents, teachers, school board members, and parents, among other stakeholders, to develop a performance-based system model for annually evaluating school principals. In developing the system model, the group must at least consider how principals develop and maintain:

- (1) high standards for student performance;
- (2) rigorous curriculum;
- (3) quality instruction;
- (4) a culture of learning and professional behavior;
- (5) connections to external communities;
- (6) systemic performance accountability; and

(7) leadership behaviors that create effective schools and improve school performance, including how to plan for, implement, support, advocate for, communicate about, and monitor continuous and improved learning.

The group also may consider whether to establish a multi-tiered evaluation system that supports newly licensed principals in becoming highly skilled school leaders and provides opportunities for advanced learning for more experienced school leaders.

(b) The commissioner, the Minnesota Association of Secondary School Principals, and the Minnesota Association of Elementary School Principals must submit a written report and all the group's working papers to the education committees of the Legislature by February 1, 2012, discussing the group's responses to paragraph (a) and its recommendations for a

performance-based system model for annually evaluating school principals. The group convened under this section expires June 1, 2012.

EFFECTIVE DATE. This section is effective the day following final enactment and applies to principal evaluations beginning in the 2013-2014 school year and later.

Language in 123B.147

Sec. 22. Minnesota Statutes 2010, section 123B.147, subdivision 3, is amended to read: Subd.

3. Duties; evaluation. (a) The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with according to the policies, rules, and regulations of the school board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

(b) To enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement, a district must develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within the district. The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

The annual evaluation must:

- (1) support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;
- (2) include formative and summative evaluations;
- (3) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;
- (4) include on-the-job observations and previous evaluations;
- (5) allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

- (6) use longitudinal data on student academic growth as an evaluation component and incorporate district achievement goals and targets;
- (7) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture; and
- (8) for principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

The provisions of this paragraph are intended to provide districts with sufficient flexibility to accommodate district needs and goals related to developing, supporting, and evaluating principals.

EFFECTIVE DATE. This section is effective for the 2013-2014 school year and later.

APPENDIX E: NCLB WAIVER REQUIREMENTS

Requirements related to principal evaluation that are part of the NCLB Waiver application are part of Principle #3 and are listed below:

Principle #3: Supporting Effective Instruction and Leadership

3.A - Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Supports Systems

Option A

If the SEA has not already developed any guidelines consistent with Principle 3, provide:

- i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;
- ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and
- iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 15).

3.B - Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

APPENDIX F: DOCUMENTS

Website papers/working group documents

Visit the Minnesota Department of Education website to view all the documents from the working group.

[Access the Principal Evaluation Work Group web page.](#)

General Documents

Meeting Schedule

Member Roster

Planning Committee

Documents from October 24, 2011 Meeting

Agenda

10-24-11 Evaluation of Principals

10-24-11 Framework

10-24-11 Measuring Principal Effectiveness

10-24-11 Legislative Components

10-24-11 Statute

Documents from November 7, 2011 Meeting

Agenda

11-7-11 Supporting Effective Instruction Overview

11-7-11 Elementary and Secondary Education Act Flexibility

11-7-11 Flexibility Self-Assessment

11-7-11 Elementary and Secondary Education Act Side by Side

11-7-11 Model - Breakthrough Framework - Massachusetts

11-7-11 Principal Evaluation Model - North Carolina

11-7-11 Principal Evaluation Model- Iowa

11-7-11 Principal Performance Review - Illinois

Documents from November 14, 2011 Meeting

Agenda

- 11-14-11 VAL-ED Principal Report Sample
- 11-14-11 Minnesota Principal Academy by Kent Pikel
- 11-14-11 Reporting Back from November 7 meeting
- 11-14-11 New Leaders by Ben Fenton
- 11-14-11 Core Competencies
- 11-14-11 Statute 2011
- 11-14-11 Proficiency Categories

Documents from December 5, 2011 Meeting

Agenda

- 12-5-11 Reporting Back
- 12-5-11 VAL-ED Standards
- 12-5-11 VAL-ED Overview Presentation
- 12-5-11 Sample District Report A-Z December 2010
- 12-5-11 New Leaders in Minnesota-Indicators List
- 12-5-11 Sample Principal Report A-Z May 2009
- 12-5-11 Reporting Back

Documents from December 12, 2011 Meeting

Agenda

- 12-12-11 Revised Core Competencies with Indicators Worksheet
- 12-12-11 Rubrics Timelines and Process Presentation
- 12-12-11 NCLB Waiver Language for Principal and Teacher Evaluation
- 12-12-11 Core Competencies
- 12-12-11 Feedback on Indicators List
- 12-12-11 Work Plan Presentation

Documents from January 19, 2012 Meeting

Agenda

- 1-19-12 Letter from Principal Organizations
- 1-19-12 Reaction Panel - Dave Heistad Info

1-19-12 Draft State Model

1-19-12 Survey Approaches Examples

1-19-12 Senator Nelson's Comments

1-19-12 School Performance Data in Model

1-19-12 Rubric Summary Form

1-19-12 Rubric Core Competency #3

1-19-12 Rubric Core Competency #1

1-19-12 Recommendations

1-19-12 Summary of Minnesota's ESEA Flexibility Request

1-19-12 Questions for Panel

1-19-12 Minnesota's Proposed Accountability System Presentation

1-19-12 Minnesota Common Course Catalogue Presentation

1-19-12 Minnesota Assessment Presentation

1-19-12 MinnCAN Memo

1-19-12 Draft Measuring Principal Performance in Minnesota

1-19-12 Core Competencies and Indicators - Version 1

1-19-12 Core Competencies and Indicators - Version 2

Documents from January 23, 2012 Meeting

Agenda

1-23-12 Rubric Summary Form

1-23-12 Draft State Model

1-23-12 Draft Report

1-23-12 Measuring Principal Performance in Minnesota Rubric

1-23-12 Self-Assessment Form

1-23-12 Summative Document

Addendum A: The Minnesota Model

Introduction:

The Minnesota state model for Leadership Evaluation and Development for principals was designed by a committee of educators, primarily administrators, along with parents, school board members and other public members. It was designed in response to and in compliance with requirements in legislation.

Minnesota has a wide range in size and design of administrative structures. Several districts have numerous buildings each under the supervision of a principal. Most districts, however, will have fewer than ten principals and assistant principals. In addition in several districts the superintendent is also the principal. This evaluation model is designed to provide enough flexibility to address these differences.

Effective evaluation systems are designed to provide objective information about shared understandings and expectations that will support meaningful decisions for quality leadership. These expectations should be reflective of a district's vision mission and goals and integrated in its strategic planning. The system should clearly communicate the standards, purposes, procedures and acceptable levels of performance. The collection and use of evaluation information must be clearly defined in local policies and consistent with statute. Data on individual principals generated under this subdivision are personnel data under Minnesota Statute, section 13.43, and treated in the same manner as data generated for the teacher evaluation under sections 124A.40 and 124A.41.

Evaluation criteria should be fairly and uniformly applied. The focus of the evaluation is to improve a principal's 1) instructional leadership and 2) organizational management.

Quality, purposeful and targeted professional development enhanced by supportive mentoring and coaching should be the focus of growth plans that are built from the evaluation.

The Model

Who does the evaluation?

The evaluation should be done by one of or a combination of the following as determined by superintendent in consultation with the school board:

1. The superintendent,
2. A superintendent designee, or
3. A trained evaluator.

It is the superintendent's responsibility to assure that the evaluator fully understands the evaluation process and instruments and has demonstrated the ability to make fair, accurate and consistent judgments. This should be verified on a regular basis. The ultimate responsibility for selecting the summative performance rating rests with the superintendent.

Districts must comply with the provisions of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b) in implementing its evaluation process. This model incorporates these statutory provisions.

Requirements:

Legislation outlines nine components and several sub-components for principal evaluation.

Local District Requirements:

Some of components and sub-components are appropriately the responsibility of the local district or are dependent on the outcomes of the evaluation itself. For example it would be difficult to write a district's goals into the state model.

Also prescribing developmental activities for a growth plan that are tied to insights gained as an outgrowth of the evaluation itself is appropriately a decision between the principal and the evaluator. As a result these are not part of the model but will be included as direction for the district. These areas as specified in statute include the following:

As part of the evaluation process the following items are to be developed and implemented at the local district level:

- 1) Support to improve a principal's instructional leadership, organizational management and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;

- 2) The principal's job description,
- 3) A district's long-term plans and goals,
- 4) The principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;
- 5) Professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture;
- 6) A plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

Although the model does specify the procedures to be followed for item 6 above, the specific plan is to be developed locally consistent with contracts and statute.

Components of the State Model:

The state model is composed of three main components:

Component One: Evaluation by the Supervisor

Component Two: School Performance Data

Component Three: Other measures that include feedback from stakeholders

These three components above are outlined in statute and require the use of:

- 1) Formative and summative evaluations
- 2) On-the-job observations and review of previous evaluations
- 3) Allow surveys to help identify a principal's effectiveness
- 4) Longitudinal data on student academic growth as an evaluation component and incorporation of district achievement goals and targets

Performance Measures:

To establish a shared vision and common expectations for quality leadership in Minnesota schools, Performance Measures were developed as part of the evaluation model. These measures form the foundation for all components of the evaluation model. Performance Measures for the model are:

A Principal shall...

1. Establish a vision and mission focused on shared goals and high expectations
2. Provide instructional leadership for high student academic performance

3. Manage human resources for quality instruction and professional growth
4. Build professional and ethical relationships through collaboration and effective communication
5. Strategically manage resources for systemic performance accountability

Performance Measures with Indicators:

Indicators supported by rubrics and evidences are to be used to determine whether a principal meets the core competency. Indicators further define the expectations within each competency. Indicators have been aligned to each core competency as follows:

Performance Measure #1: Establish a vision and mission focused on shared goals and high expectations

INDICATORS:

- A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission and high, measureable goals that prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.
- B. Articulates a vision and develops strategies, for change that results in measurable achievement gains for all students including closing achievement gaps.
- C. Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.
- D. Establishes rigorous, measureable goals for instructional program decisions and staff learning experiences that are consistent with school's mission, vision, and core beliefs.
- E. Builds a strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.
- F. Other as determined locally.

Performance Measure #2: Provides Instructional Leadership for High Student Academic Performance

INDICATORS:

- A. Facilitates the development and communication of a shared vision and school culture for effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.
- B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.
- C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improves learning and closes identified gaps.
- D. Facilitates reflective practice, inquiry and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.
- E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, are job- embedded, and are based on the school's learning needs.
- F. Other as determined locally.

Performance Measure #3: Manages Human Resources for Quality Instruction and Professional Growth

INDICATORS:

- A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.
- B. Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.
- C. Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.
- D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth.

- E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation or removal of under-performing staff members.
- F. Other as determined locally.

Performance Measure #4: Builds Professional and Ethical Relationships through Collaboration and Effective Communication

INDICATORS:

- A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.
- B. Models appropriate personal, professional, and ethical behavior that is respectful, fair, enhances the image of the school and the profession and inspires others to higher levels of leadership and performance.
- C. Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.
- D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively.
- E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school and its needs and accomplishments.
- F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.
- G. Other as determined locally.

Performance Measure #5: Strategically Manages Resources for Systemic Performance Accountability

INDICATORS:

- A. Distributes leadership responsibilities, shares decision-making and daily supervises ongoing management structures and practices to enhance teaching and learning.
- B. Improves organizational performance by making appropriate and sound use of time, technology, management strategies and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.

- C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.
- D. Manages the organization, operations and resources to promote student success and maintain a safe, efficient and effective learning environment.
- E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies and available resources that are focused on and result in improved student achievement.
- F. Other as determined locally.

Implementation

Component I: Evaluation by the Supervisor

The supervisor assessment is based on the core competencies and indicators and is to be conducted in accordance with the process outlined below. A rubrics template for each indicator has been developed and included as part of the model.

The rubrics template is designed to provide detailed guidance for making fair, accurate and consistent judgments about performance. Using the rubric to establish a common understanding of expectations contributes to quality assurance in the process for both the evaluator and the principal.

The template can also serve as the basis for an ongoing dialogue about results, as a tool for systemic feedback and as guidance for developing growth plans.

See Attachment E for copies of rubrics for all indicators for each core competency.

Component II: School Performance Data

The process of setting learning goals, monitoring progress, and assessing the results, is central to a quality evaluation process. School level performance data tied to established goals related to student outcomes are part of this evaluation model. This component is designed to implement the requirement in statute specifying the use of longitudinal data on student academic growth as an evaluation component incorporating district achievement goals and targets.

Student achievement and school outcome goals are to be developed by the principal in collaboration with school and grade-level teams and/or content specific teachers and aligned to district goals. Goals in this area may be subject and subgroup specific.

Decisions of effectiveness in this component should not be determined based on a single assessment or source of evidence but should rely on multiple measures.

Using State-Level Measures

In collaboration with the evaluator, a principal will set student achievement goals based on NCLB waiver areas – proficiency, growth, graduation rates (if applicable), and achievement gap reduction.

Results would be based on Minnesota Comprehensive Assessment (MCA) scores provided by the Minnesota Department of Education. When MCA scores are released, the principal and evaluator assess the attainment of goals against a rubric (see Chart 1).

Chart 1. STATE LEVEL MEASURES - MCA GOALS RUBRIC

LEVEL FOUR	LEVEL THREE	LEVEL TWO	LEVEL ONE
Exceeded proficiency goals for math and reading proficiency.	Met proficiency goals for math and reading proficiency.	Met proficiency goal for either math or reading proficiency.	Did not meet proficiency goal for either math or reading proficiency.
Exceeded academic growth goals for math and reading proficiency.	Met academic growth goals for math and reading proficiency.	Met academic growth goal for either math or reading proficiency.	Did not meet academic growth goal for either math or reading proficiency.
Exceeded achievement gap reduction goals for math and reading proficiency.	Met achievement gap reduction goals for math and reading proficiency.	Met achievement gap reduction goal for either math or reading proficiency.	Did not meet achievement gap reduction goal for either math or reading proficiency.
If applicable, exceeded graduation rates goal.	If applicable, met graduation rates goal.	If applicable, did not meet graduation rates goal, and school graduation rates did not decrease.	If applicable, did not meet graduation rates goal, and school graduation rates decreased.

Note: Evaluators will have a +/-1 percentage point window. For example, the proficiency goal for math was to increase the percentage of students who are proficient or exceeding from 53 to 58 percent. Results at the end of the year indicate that 57 percent of students are proficient or exceeding. The evaluator can still grant credit for achieving the goal based on the principal's implementation of strategies supporting the goal.

Other School Performance Goals:

In collaboration with the evaluator, a principal will select two additional goal areas to reflect the unique circumstances of a school or district and to reinforce accountability and focus on school and district initiatives.

Examples of goals:

- Areas specific to one grade level or one sub-group of students
- Enrollment in rigorous courses
- Referrals for SPED services
- Student suspensions or disciplinary referrals
- Attendance

- Grade promotion
- MAP scores
- Student participation in activities

Individual goals will be attached to a data point that connects directly to students and student learning. When goal attainment can be assessed based on the principal's goals and action plan, the principal and evaluator assess the attainment of goals against a rubric (see Chart 2).

Chart 2. Individual School Performance Goals Rubric

Level 4	Level 3	Level 2	Level 1
Exceeded both individual goals.	Met both individual goals.	Met one of the individual goals.	Did not meet either of the individual goals.

Based on assessment of goal attainment, the evaluator will assign the principal a score of 1-4 for both MCA goals and individual goals to be incorporated with scores from the leadership competencies rubric and from survey data. Scores from all elements would be weighted in order to provide an overall evaluation of performance.

Component III: Other Measures That Include Feedback from Stakeholders

Multiple measures that seek information from students, parents, colleagues, and supervisors should be used to inform a principal's evaluation. A variety of methodologies that incorporate different types of evidence from these stakeholders should be used to address the range of expectations outlined in the performance measures and indicators to provide a thorough assessment of the principal's performance.

One of the most commonly used methods is a survey. There are two approaches that have been used in doing this. One is to develop an in-house model and the second is to certify an external instrument or instruments that are to be used by all districts. Certification has usually been done by the state agency or other empowered entity.

An integral part of this model is the use of surveys to obtain feedback from those who interact with the principal on a regular basis. At a minimum this model requires feedback from teachers. This model leaves the decision as to how to do this to the local district. It also leaves the decisions as to which other stakeholders are surveyed to the districts but recommends the inclusion of other administrators, parents and students. A portion of the summative evaluation must include external feedback from stakeholders.

See Attachment A for examples of surveys that have been developed by states, local districts or universities to be used for this purpose and examples of commercially prepared surveys.

The Evaluation Process:

1. Orientation on Process:

The superintendent or designee (the supervisor) provides the principal with a complete set of materials outlining the evaluation process and (as appropriate) with his/her summary evaluation from the last performance review.

2. Pre-Planning by Principal:

The principal reviews student achievement data from the previous school year, the prior year's evaluation results, and other relevant data (e.g., artifacts, survey results, teacher retention data). The principal uses these data sources to:

- ✓ Reflect on his/her own leadership practice
- ✓ Self-assess current performance on the Performance Measures and Indicators
- ✓ Identify priorities for professional growth and performance goals

The principal submits his/her self-assessment to the supervisor, who reviews it along with school results, and other relevant data, then sets a meeting to review and finalize priorities for the school year. (See Attachment B.)

3. Goal-setting Conference:

The supervisor and principal meet to discuss, as applicable, the last performance evaluation, self-assessment, priorities for professional growth, and preliminary performance goals. At the conclusion of the conference, the supervisor and principal will come to agreement on performance goals (in the absence of agreement, the supervisor will make the final determination about the goals).

The conference will also be an opportunity to review the evaluation process overall and the processes to be used by the supervisor and principal to collect evidence about the principal's performance. If the supervisor holds significant concerns regarding the principal's performance and intends to use a process that is targeted at remediation, this should be clearly communicated at the goal-setting conference.

4. Evidence Collection:

The principal will collect evidence agreed upon in the goal-setting conference. This may include data for each performance measure included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student growth and success measured over time; and other data to document achievement of performance goals.

The supervisor will directly observe principal practice, interact with teachers and other members of the school community, and gather additional evidence to support the review. The supervisor should provide timely feedback on their observations, as appropriate. (This step repeated in spring after step 5). (See Attachment C.)

5. Mid-year Supervisor Review:

The supervisor and principal hold a mid-year formative conference, with explicit discussion of progress against growth goals, all performance measures, and interim student and teacher performance data.

6. End-of-Year Summative Review:

The principal submits any evidence agreed to in the initial conference. The supervisor reviews this evidence and all other evidence gathered by him/herself and assembles a preliminary summary rating of the principal.

The supervisor and principal hold an end-of-year conference to review and discuss accomplishment of growth goals, the preliminary summary rating, and interim student and teacher performance data.

7. Summative Performance:

Following the conference, the supervisor will finalize the summary rating and will generate a summary report of the evaluation, to be signed by both parties. A performance level shall be assigned using one of the following categories (see Attachment D):

4 - Distinguished: Consistently exceeds standards of performance.

3 - Accomplished: Consistently meets standards of performance.

2 - Satisfactory: Demonstrates satisfactory competence on standards of performance.

1 - Unsatisfactory: Does not meet acceptable standards of performance.

Developing: The designation of “developing” may be added to one of the above ratings where a limited number of performance items are targeted and where one of the following conditions exist:

1. Principal is a probationary principal
2. Principal assumed a new assignment
3. A significant change has occurred in district goals, curricula, leadership, or strategic vision during the year

8. Growth Plans

A professional growth plan will be developed from the summary report consistent with the performance rating assigned. Growth plans will be signed by both parties.

4 - Distinguished: A self-directed growth plan; eligible for additional leadership roles and responsibilities; encouraged to assume role of mentor or coach.

3 - Accomplished: A self-directed growth plan.

2 - Satisfactory: One-year jointly designed growth plan.

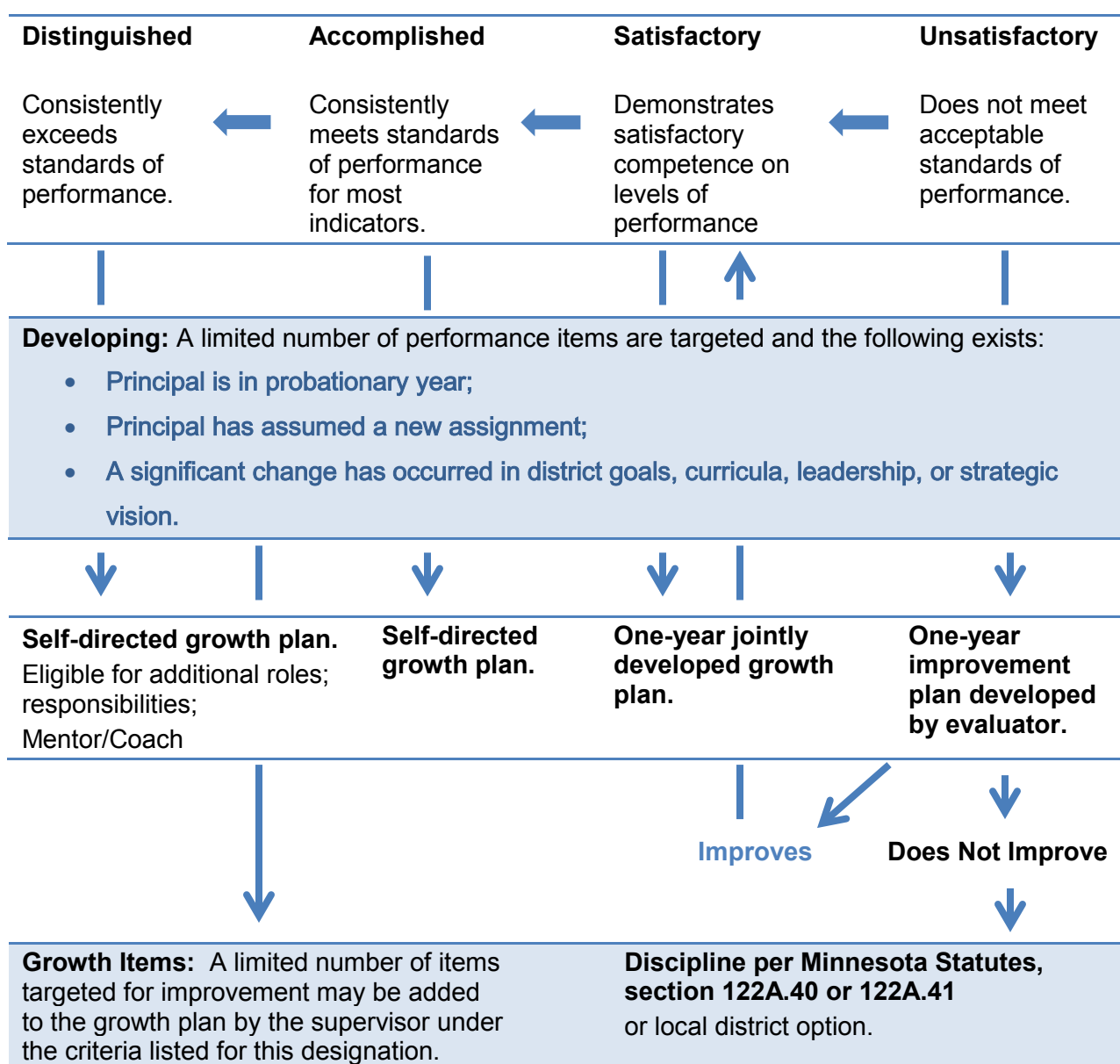
1 - Unsatisfactory: One-year directed improvement plan stemming from unsatisfactory or concerning performance items; generated by the supervisor and specifically identifies areas for improvement.

Developing: A limited number of items targeted for improvement may be added to the growth plan by the supervisor under the criteria listed for this designation. This should be viewed as a transition plan that is designed to address the new knowledge and skills required by the change in position or changes initiated at the district level.

Consequences: Failure to remedy or improve a performance designation of “Unsatisfactory” shall result in disciplinary action per Minnesota Statutes, section 122A.40 or 122A.41 or local district policy.

Summative Evaluation Performance Results

Supervisor Evaluation	School Performance Measures	Other Measures
Evidence of professional practice gained through observations and other evidences.	Multiple measures of school performance using available data, including measures of student learning and growth.	Additional evidences related to competencies including surveys and stakeholder input.



Attachment A: Component III - Feedback from Stakeholders

The following is a list of feedback instruments used in other districts and states.

I. State and District Stakeholder Surveys

- [Baltimore School Climate Survey](http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/80/pdf/2008_2011DistrictClimateSurveyResults.pdf) (staff, parents, students). Sample Report:
http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/80/pdf/2008_2011DistrictClimateSurveyResults.pdf
- [DC Public Schools Stakeholder Surveys](http://dcps.dc.gov/DCPS/Files/downloads/ABOUT%20DCPS/Summary%20Report_2011_Hardy%20MS.pdf) (staff, parents, students). Sample Report:
http://dcps.dc.gov/DCPS/Files/downloads/ABOUT%20DCPS/Summary%20Report_2011_Hardy%20MS.pdf
- [Delaware DPAS II Administrator Standards Survey](http://www.doe.k12.de.us/csa/dpasii/files/admin_forms/admin_stds_survey.pdf). Sample Survey:
http://www.doe.k12.de.us/csa/dpasii/files/admin_forms/admin_stds_survey.pdf
- [Georgia Parent-Friendly School Survey](http://www.doe.k12.ga.us/DMGetDocument.aspx/Workshop%20Survey.pdf?p=6CC6799F8C1371F61CBCA86D44F48B67933BDA47286363C8BC525AB6DAEAE07E&Type=D)
<http://www.doe.k12.ga.us/DMGetDocument.aspx/Workshop%20Survey.pdf?p=6CC6799F8C1371F61CBCA86D44F48B67933BDA47286363C8BC525AB6DAEAE07E&Type=D>

(This survey is used as part of a program for Georgia's Title I Schools; but is being used as part of principal evaluation as well.)

- [New Haven School Climate Survey](http://www.nhps.net/sites/default/files/200910_Learning_Environment_Survey_BRENNAN-ROGERS.pdf) (Parents, Teachers, Students). Sample Report:
http://www.nhps.net/sites/default/files/200910_Learning_Environment_Survey_BRENNAN-ROGERS.pdf
- [New York City School Surveys](http://schools.nyc.gov/OA/SchoolReports/2010-11/Survey_2011_X080.pdf) (teacher, parent, student surveys). Sample report:
http://schools.nyc.gov/OA/SchoolReports/2010-11/Survey_2011_X080.pdf
- [North Carolina Teacher Working Conditions Survey](http://ncteachingconditions.org/reports/detailed.php?siteID=410-325) - now used in 10+ states (including Alabama, Colorado, Maine, Maryland). Sample Report:
<http://ncteachingconditions.org/reports/detailed.php?siteID=410-325>

II. Commercial Survey Products

- [VAL-ED: Vanderbilt Assessment of Leadership in Education](#)

Val-Ed is a 360 degree assessment of the principal's learning-centered leadership (aligned with the ISLLC standards). Val-Ed focuses on leadership behaviors defined by six core components and six key processes shown to influence student achievement.

The results are interpreted against both norm-referenced and standards-referenced criteria that highlight areas of strength and possible areas for improvement. Sample Report: <http://static.discoveryeducation.com/feeds/www/media/pdf/Assessment/VALED%20Sample%20Report%20Updated.pdf>

- [Educational Impact 360 Leadership Assessment](#)

Educational Impact's 360 Degree leadership assessment asks questions connected with 47 leadership competencies that were developed using the ISLLC standards and a variety of state standards for school administrators. The competencies/questions are available here: http://www.educationalimpact.com/pdfs/360_Degree_leadership_assessment_questions_competencies.pdf

Results are provided in a report that is designed to help the administrator develop a personal learning plan. Continued professional development based on areas suggested by the assessment results can be supported by Educational Impact's On-line Academy (videos from leading experts). [Overview of the complete program](#): http://www.educationalimpact.com/pdfs/360_leadership_overview.pdf

- NASSP Leadership Skills Assessment:

This is a web-based tool designed to diagnose the effectiveness of principal practice and to develop a responsive professional learning plan.

The skills that are assessed are drawn from the original NASSP 12 skill dimensions, the 21 domains developed by the National Professional Board for Educational Administration, the ISLLC Standards, and the guidelines for school administration developed by NCATE.

Included among the tools is a 360 degree assessment in which the principal self-assesses and asks up to 15 colleagues to assess the effectiveness of his or her practice on the same skills. [Sample Report](#): <http://www.nassp.org/portals/0/content/60991.pdf>

- Principal Instructional Management-Rating Scale (PIMRS)

The PIMRS assesses three dimensions of instructional leadership: Defining the School's Mission; Managing the Instructional Program; and Promoting a Positive School Learning Climate. The dimensions are then further delineated into ten specific instructional leadership functions.

The instrument is designed in three forms: a self-assessment for the principal, a teacher version and a supervisor version.

Each item is rated on a Likert-like scale, and the completed assessment results in a profile of perceptions on each of the ten leadership functions. [Sample Survey](#):

<http://wise.fau.edu/~ecou1533/pimrs.htm>

- School Culture Triage Survey

I did not find evidence that this survey is used as part of principal evaluation, but it has been used widely to assess school culture. Many states and districts require the principal to provide documentation of school climate without specific direction as to how to gather the data; this climate survey might be used for this purpose. [Sample survey](#):

http://www.tn.gov/education/cte/ad/rubric/doc/sch_culture_triage.pdf

Attachment B-Principal Evaluation Self-Assessment

Principal: _____ Evaluator: _____

School: _____ School Year: _____

Instructions for principals:

I. For each indicator of leadership practice, please mark yourself from 1 to 4, as follows:

Use rubrics for descriptions of indicators

1. This indicator is a significant challenge for me.
2. I am sometimes effective on this indicator.
3. I am consistently effective on this indicator.
4. I am consistently effective and can teach others how to be effective on this indicator.

II. Add supporting evidence and reflections on your ratings.

III. Summarize your areas of strength in the practice of leadership.

IV. Summarize up to two areas of growth in the practice of leadership. Describe your growth goal in each area, the strategies you will undertake to grow, any resources or support that you need associated with that goal, and the target date for accomplishing your goal.

V. Describe the performance goals you want to set for your school **that are beyond the performance goals and targets established by the district**. Name the area of concern, include a description of current conditions, identify a performance goal, and identify the activities you will undertake in pursuit of this goal, along with the resources to be used for those activities and the target date for completion.

Instructions for evaluators:

I. Review principal's self-assessment.

II. Comment on professional growth goals and school performance goals, indicating areas of agreement and any needed changes.

III. Conference with principal to review self-assessment and comments. Agree on professional growth goals and school performance goals.

h-k7 kU ° V#- U - ° oyk- Mission and Vision	4	3	2	1
A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission and high, measureable expectations that prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Articulates a vision and helps develop implementation strategies, for change that results in measurable achievement gains for all students including closing achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Establishes rigorous, concrete goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Builds a strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence and reflection in support of the ratings:				

<div> <div>hEkΛ kU ° V#- U - ° oyk- °</div> <div>Instructional Leadership</div> </div>	4	3	2	1
A. Facilitates the development of a shared vision and school culture for effective teaching and instructional practices that reflect high expectations, engage all students, and accomodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improves learning and closes identified gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Facilitates reflective practice, inquiry and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, are job- embedded, and are based on the school's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence and reflection in support of the ratings:				

<div> <div>h-kΛ kU ° V#- U - ° oyk- °</div> <div>Human Resources</div> </div>	4	3	2	1
A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation and/or removal of nonperforming staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence and reflection in support of the ratings:				

h-k7 kU ° V#- U - ° oyk- Professional and Ethical Relationship	4	3	2	1
A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Models appropriate personal, professional, and ethical behavior that is respectful, fair, enhances the image of the school and the profession and inspires others to higher levels of leadership and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Employs conflict resolution and problem-solving strategies in a wide variety of situations and circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence and reflection in support of the ratings:				

PERFORMANCE MEASURE 5 Resource Management	4	3	2	1
A. Distributes leadership responsibilities, shares decision-making and daily supervises ongoing management structures and practices to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Improves organizational performance by making appropriate, and sound use of time, technology, management strategies and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Manages the organization, operations and resources to promote student success and maintain a safe, efficient and effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies and available resources that are focused on and result in improved student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence and reflection in support of the ratings:				

AREAS OF STRENGTH		

AREAS FOR PROFESSIONAL GROWTH		
Indicator		
Explanation		
Growth Goal		
Strategies	Resources Needed	Target Date

EVALUATOR COMMENTS:

Indicator		
Explanation		
Growth Goal		
Strategies	Resources Needed	Target Date

EVALUATOR COMMENTS:

SCHOOL PERFORMANCE GOAL		
Area		
Current Condition		
Performance Goal		
Strategies	Resources	Target Date

EVALUATOR COMMENTS:

Area		
Current Condition		
Performance Goal		
Strategies	Resources	Target Date

EVALUATOR COMMENTS:

The principal and evaluator will sign the Self-Assessment for to indicate that the professional growth goals and school performance goals have been shared and discussed.	
Evaluator: _____	Date: _____
Principal: _____	Date: _____

Attachment C-Principal Evaluation Summary Evaluation by Supervisor

Principal: _____ Evaluator: _____

School: _____ School Year: _____

PERFORMANCE MEASURE 1 Mission and Vision		Distinguished	Accomplished	Satisfactory	Unsatisfactory	Developing
Overall Rating for Performance Measure #1: _____						
A.	Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission and high, measureable expectations that prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Articulates a vision and helps develop implementation strategies, for change that results in measurable achievement gains for all students including closing achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Establishes rigorous, concrete goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Builds a strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE MEASURE Instructional Leadership		Distinguished	Accomplished	Satisfactory	Unsatisfactory	Developing
Overall Rating for Performance Measure # 2: _____						
A.	Facilitates the development of a shared vision and school culture for effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improves learning and closes identified gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Facilitates reflective practice, inquiry and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, are job- embedded, and are based on the school's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE MEASURE 3 Human Resources		Distinguished	Accomplished	Satisfactory	Unsatisfactory	Developing
Overall Rating for Performance Measure # 3: _____						
A.	Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation and/or removal of nonperforming staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE MEASURE 4 Professional and Ethical Relationship		Distinguished	Accomplished	Satisfactory	Unsatisfactory	Developing
Overall Rating for Performance Measure #4: _____						
A.	Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Models appropriate personal, professional, and ethical behavior that is respectful, fair, enhances the image of the school and the profession and inspires others to higher levels of leadership and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Employs conflict resolution and problem-solving strategies in a wide variety of situations and circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE MEASURE 5 Resource Management		Distinguished	Accomplished	Satisfactory	Unsatisfactory	Developing
Overall Rating for Performance Measure # 5: _____						
A.	Distributes leadership responsibilities, shares decision-making and daily supervises ongoing management structures and practices to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Improves organizational performance by making appropriate, and sound use of time, technology, management strategies and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Manages the organization, operations and resources to promote student success and maintain a safe, efficient and effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies and available resources that are focused on and result in improved student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL RATING—EVALUATION BY SUPERVISOR:
SIGNIFICANT ACHIEVEMENTS
AREAS FOR GROWTH
EVALUATOR COMMENTS
PRINCIPAL COMMENTS

The principal and evaluator will sign the Principal Evaluation Summary for leadership actions to indicate that the ratings have been shared and discussed.

Evaluator: _____ Date: _____

Principal: _____ Date: _____

Attachment D-Principal Evaluation Summary

Principal: _____

Evaluator: _____

School: _____

School Year: _____

State Level Measures-MCA Goals							
	Baseline 2010-2011	Goal	Actual 2011-2012	Met Goal?	Overall Rating	% of Final Rating	Points for Final Rating
Student Proficiency							
Math							
Reading							
Student Academic Growth							
Math							
Reading							
Achievement Gap Reduction							
Math							
Reading							
Graduation Rates							
Individual School Performance Goals							
	Baseline 2010-2011	Goal	Actual 2011-2012	Met Goal?	Overall Rating	% of Final Rating	Points for Final Rating
Goal 1							
Goal 2							
Supervisor Performance Measures Ratings							
				Rating	Overall Rating	% of Final Rating	Points for Final Rating
Performance Measure # 1: Mission and Vision							
Performance Measure # 2: Instructional Leadership							
Performance Measure # 3: Human Resources							
Performance Measure # 4: Professional & Ethical Relationships							
Performance Measure # 5: Resource Management							
Survey Results							
					Overall Rating	% of Final Rating	Points for Final Rating
Survey Score							
FINAL SCORE							

Attachment E

Measuring Principal Performance In Minnesota

Performance Measure and Indicator Rubric

January 30, 2012

Minnesota Principal Evaluation Rubric - *Draft 1.30.2012*

Rubric for Evaluating Minnesota Principals

The following rubric was developed as a tool for the state and districts to use in the implementation of the Minnesota principal evaluation model. This tool will be used by Superintendents or designees in evaluating the effectiveness of school principals. The rubric should be used in conjunction with the *Minnesota Model for Measuring Principal Performance*. Superintendents and/or designees will be trained in the use of this rubric.

The rubric provides clarity for principals about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes. The rubric will provide trained evaluators with a guide to observable indicators that ensure the actions have actually taken place.

This rubric serves as a key component of our state's overall principal evaluation model that defines a clear, shared vision of principal effectiveness as a basis for professional growth and development.

The rubric was derived from several nationally reputable sources as well as other state rubric examples.

National rubric examples used to guide the development of the Minnesota rubric include:

- New Leaders: Principal Leadership Actions Rubric
- Kim Marshall: Principal Evaluation Rubric
- Marzano Research Laboratory: Marzano Principal Evaluation System
- The Leadership and Learning Center: Reeves Leadership Performance Matrix

Resources used to develop the rubric include state examples from:

- Iowa
- North Carolina
- Illinois
- Rhode Island
- Kentucky
- Ohio

The rubric will continue to be refined and updated as a defined number of districts will serve as pilot sites for the initial implementation of the Minnesota model for principal evaluation through the 2012-2013 school year. Therefore, the rubric will stay in DRAFT form and continually be revised and improved as we receive feedback from our pilot sites.

Performance Measure #1

Performance Measure #1: Establishes a Vision and Mission Focused on Shared Goals and High Expectation and Cultural Understanding

Indicator 1A: *Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission and high, measureable goals that prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.*

DISTINGUISHED (4) ...and

- Principal regularly engages stakeholders representing all roles (staff, students, parents, community) and their perspectives.
- Principal uses the vision, mission and goals to drive decisions and to build school culture of high expectations; the school's vision, mission and goals drive the collaborative process used to build capacity of the school community to examine and analyze data in order to make informed instructional decisions.
- Principal leads the school and community in collaborative processes to establish measureable school-wide goals aligned to district goals using multiple sources of data, engages the support of the central office in the complex process and implements actions to increase staff and communities effectiveness in reaching school's vision, mission and student achievement goals.
- Principal routinely continues the collaboration processes to monitor alignment of actions, messages and routines to ensure achievement of school's vision, mission and goals.

ACCOMPLISHED (3) ...and

- Principal regularly engages with key stakeholders (staff and students) perspectives.
- Principal uses the vision, mission and goals in decision-making and to guide processes established with stakeholder groups in making informed instructional decisions.
- Principal collaboratively develops a shared school vision, uses multiple sources of data to identify measureable school-wide goals to increase student achievement, and designs corresponding actions to increase staff effectiveness.
- Principal aligns actions, school practices, messages and routines with the school vision, mission and goals.

SATISFACTORY (2) ...and

- Principal provides limited opportunities for engaging key stakeholders perspectives.
- Principal refers to vision, mission goals when making decisions but may not be guided by vision, mission and goals or input from stakeholders when making informed instructional decisions.
- Principal implements a process for the development of a shared school vision that identifies high achievement for students and staff effectiveness.
- Principal remains focused on the school vision and mission as he/she identifies goals and actions to achieve them.

UNSATISFACTORY (1)

- Principal does not engage stakeholders' perspectives in the development, implementation, monitoring and refinement of a shared vision and mission, and for setting goals for high student achievement and career readiness; does not communicate the school's vision, mission and goals to all stakeholders.
- Principal actions may contradict the school vision, mission and goals and/or demonstrate inconsistencies between stated beliefs and actions.
- Principal fails to fully develop a school vision, mission and goals for high achievement for students and staff effectiveness and stakeholders are unaware of the decision making process.
- Principal does not connect goals to a plan to achieve them; nor are the goals data-driven.

1A Score: _____

Possible Sources of Evidence:

- There is visible alignment between the vision, the school mission and identified goals [observations and artifacts: the School Improvement Plan, School Report Card and grade level goals]
- School vision, mission and goals are shared with stakeholder groups [observations and artifacts: presentation to stakeholders]
- Building level staff development plan supports and is aligned to the School Improvement Plan and the district vision and mission [observations and artifacts: the School Improvement Plan and the building staff development plan]
- Building wide goals and vision are shared and widely known within the school community [observations and artifacts: posters and newsletters]
- School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school's mission, vision and goals
- School staff and other stakeholders participate in annually updating the school's mission statement and goals
- Surveys of staff, parents, students or other stakeholders meet district or school targets for reported involvement in the development of the school's mission, vision and goals
- Surveys of staff, parents, student or other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision and goals
- Parents, staff and other are clear about academic expectations [observations and artifacts: homework policy, academic guidelines, parent handbook]
- Other: _____
- Other: _____

Performance Measure #1: *Establishes a Vision and Mission Focused on Shared Goals and High Expectation and Cultural Understanding*

Indicator 1B: *Articulates a vision and develops strategies, for change that result in measureable achievement gains for all students including closing the achievement gaps.*

DISTINGUISHED (4) ...and

- Principal initiates and communicates changes to vision, mission and goals based on data to improve school performance; establishes a school culture of high expectations that incorporates collaborative decisions-making processes to achieve measureable goals and close the achievement gap for all students.
- Principal identifies and communicates actions, roles, responsibilities, timelines and decision making processes to appropriate stakeholder groups.
- Principal builds staff ownership, efficacy and empowerment in the goal areas, and assigns teachers to focus on goals effecting students school-wide and specific goals as appropriate to their assignment areas.
- Principal designs, develops and implements ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor progress toward goals and promote change for continuous improvement.
- Principal adapts his/her leadership style to meet the needs of specific situations; models flexibility; and builds a sense of efficacy and empowerment among staff to collectively meet challenges to increase student achievement and improve teacher effectiveness.

ACCOMPLISHED (3) ...and

- Principal communicates and models, a commitment to the vision, mission and goals and promotes a school culture of high expectations that incorporates collaborative decisions-making processes to achieve measureable goals and close the achievement gap for all students.
- Principal connects actions and communications, and includes all stakeholders in the decision making processes.
- Principal engages a diverse group of stakeholders and the support of the central office to implement changes needed to improve learning.
- Principal creates a process to gather data to monitor, track and review progress toward goals and routinely and systematically communicates impacts/progress to stakeholders.
- Principal monitors the change process and addresses factors that will increase staff motivation, and install practices that promote persistence and well-being.

SATISFACTORY (2) ...and

- Principal communicates a commitment to the vision, mission and goals and promotes a school culture of high expectations, without embedded processes to support vision, mission and goals.
- Principal communicates the decision making process to key stakeholders in the development of specific and measurable achievement goals.
- Principal identifies changes needed to improve student learning, and engages staff through effective communication and strategies.
- Principal remains focused on the school vision, mission as he/she identifies goals and uses data to monitor progress toward goals.
- Principal understands how adults learn, and uses this understanding to plan professional development and support the continuous learning process.

UNSATISFACTORY (1)

- Principal actions lack emphasis on learning and/or high and measureable expectations in implementing vision, mission and goals.
- Principal fails to connect actions, communications, and decision making to the organization's vision, mission and goals.
- Principal fails to monitor impact of change strategies and does not track progress against the plan in order to adjust strategies as needed.

- Principal fails to use relevant data to monitor progress toward goals.
- Principal is unable to constructively respond to challenges, and does not appear to understand the importance of building a sense of efficacy, empowerment and well-being among staff.

1B Score: _____

Possible Sources of Evidence:

- Internal and external communications structures in place (website, newsletters, social-media, etc.)
- Documentation and understanding of individual and group behavior in normal and stressful situations
- Documentation of understanding of conflict resolution and problem-solving strategies
- Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders)
- Staff meeting agenda (addressing vision/mission)
- School newsletter, local newspaper articles highlighting achievement
- Department meeting agendas (grade-level meetings, team meetings)
- District report card/building report – annual report to all community – 3-year comparison
- Mission/vision statement posters everywhere/schools/businesses
- Board presentations
- Parent meeting agendas
- Communicating with local community/service organization about vision for learning
- Advisory committee meetings – agendas and minutes
- End-of-Year Board Report (review of programs)
- Other _____
- Other _____

Performance Measure #1: *Establishes a Vision and Mission Focused on Shared Goals and High Expectation and Cultural Understanding*

Indicator 1C: *Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.*

DISTINGUISHED (4) ...and

- Principal initiates and promotes understanding, appreciation, and use of the community's diverse cultural, social, economic and intellectual resources through sustained positive relationships with families and community.
- Principal, in collaboration with staff, students, parents and community members, integrates culturally responsive practices into daily school operations and classroom practices, and builds staff capacity to recognize and integrate learning opportunities that come from school and community's diversity.
- Principal recruits and networks with families, community partners, and under-represented populations to develop relationships to solve common problems and pursue shared purposes.
- Principal offers multiple opportunities using a variety of venues and formats throughout the school year to listen and respond to teachers, students and community members regarding learning experiences.
- Principal provides school-wide and classroom student learning opportunities for extension and enrichment based on data from a variety of sources.
- Principal implements and models creative avenues for addressing student learning and/or behavior needs, providing resources for research-based instruction and classroom management and continually evaluates and refines school and classroom efforts to meet diverse learning needs of all students.

ACCOMPLISHED (3) ...and

- Principal engages in open dialogue with all stakeholders representing the school community's cultural, social and economic populations.
- Principal engages staff in developing and providing supports for diverse groups, and provides ongoing, data driven, targeted professional development to improve staff understanding of students and diversity.
- Principal utilizes the community's cultural, social and intellectual resources to enhance the learning environment both school-wide and within classroom environments.
- Principal is visible in classrooms, throughout the building, and at appropriate after school functions, interacting with students, teachers and parents.
- Principal implements a system of monitoring, feedback and support that ensures classroom instruction is research-based, differentiated and engaging.
- Principal provides support and resources for creative and innovative teaching and learning practices to meet the diverse needs of all students.

SATISFACTORY (2) ...and

- Principal engages in two-way communication and ongoing dialogue with some stakeholder groups representing the cultural, social and economic diversity of the school community.
- Principal recognizes the impact of diversity on teaching and learning, and holds regular conversations about diversity with staff.
- Principal acknowledges the community's cultural, social and intellectual resources.
- Principal is visible during the school day, interacting with students and teachers.
- Principal visits classrooms on a regular basis and identifies differentiated instruction and high level of student engagement.
- Principal encourages creative and innovative teaching and learning.

UNSATISFACTORY (1)

- Principal fails to demonstrate an understanding, appreciation and need for cultural, social, and economic diversity of the school community.

- Principal demonstrates limited awareness of the impact of diversity on student learning and does not support staff in navigating the challenge of diversity.
- Principal does not acknowledge the community's cultural, social and intellectual resources.
- Principal spends minimal time interacting with students and teachers.
- Principal ignores the importance of differentiation of instruction and student engagement in student achievement.
- Principal fails to support diverse learning styles of students.

1C Score: _____

Possible Sources of Evidence:

- School improvement plan/strategic plan
- Teacher and Parent surveys
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of shared decision-making and distributed leadership
- Examples of how the mission, vision and core beliefs are impacting school practices
- A protocol for the systematic review and revision of the vision and mission
- Description of the structures that are in place to promote collegiality, collaboration and cultural awareness
- Examples of how adult learning experiences result in changed instructional practices and improved student learning
- Use of environmental scanning to monitor the changing world and future demands on students
- Perceptual data regarding this standard such as 360-degree feedback surveys or focus group meetings
- Description of the new practices that have been implemented through the system's change process
- Description of how families and community stakeholders have been engaged in the system's change process
- Other _____
- Other _____

Performance Measure #1: *Establishes a Vision and Mission Focused on Shared Goals and High Expectation and Cultural Understanding*

Indicator 1D: *Establishes rigorous, measureable goals for instructional program decisions and staff learning experiences that are consistent with school's mission, vision, goals and core beliefs.*

DISTINGUISHED (4) ...and

- Principal in collaboration with all stakeholders, uses multiple data sources to establish rigorous, concrete goals in the context of student achievement, instructional programs and ongoing job-embedded professional development action plans in place to meet student achievement goals.
- Principal establishes and maintains school mission, vision and rigorous goals that are aligned with district priorities and based on the analysis of multiple sources of information that set clear and measureable high expectations for all students and educators.
- Principal remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school.
- Principal collaboratively designs and institutes practices and structures that support a culture of professional learning that promotes accountability, cohesiveness, mutual support and cooperation among staff.

ACCOMPLISHED (3) ...and

- Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams and ensures that teachers have the opportunity and time to meet in learning teams and other forms of job-embedded professional development (i.e., peer observation, coaching/mentoring, demonstration teaching).
- Principal establishes and maintains school mission, vision and rigorous goals that set clear and measurable expectations for all students and educators.
- Principal demonstrates focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track and review progress, and adjusts strategies.
- Principal continuously learns from and seeks out colleagues to collaboratively identify and institute innovative methods to support the continuous learning of staff.

SATISFACTORY (2) ...and

- Principal builds a school culture in which educators work collaboratively to increase student learning.
- Principal establishes school mission, vision and goals that are aligned to district priorities; based on the analysis of limited sources of information; sets expectations for students and educators.
- Principal focuses on improving student achievement results; refers to goals on a regular basis and attempts to concretely connect goals to the day-to-day work of the school while implementing a limited number of strategies to reach results.
- Principal develops structures for collaboration between teachers and other educational support staff.

UNSATISFACTORY (1) ...and

- Principal does not develop systems or structures to provide collaborative learning opportunities for staff.
- Principal fails to establish and maintain a school mission, vision, and rigorous goals that are aligned to district priorities and/or sets expectations for students and educators that are too low and/or unclear and difficult to measure.
- Principal does not maintain focus on improving results or meeting school goals - rarely refers to goals and does not identify and/or implement strategies to reach results.
- Principal does not develop processes or structures for professional collaboration for staff.

1D Score: _____

Possible Sources of Evidence:

- School improvement plan
- Written student outcomes goals at the school, classroom, grade, subject, subgroup, and student level that are clear, rigorous, and based on the Minnesota Academic Standards
- Student achievement and testing data
- School visits show that the school's mission statement is measureable, evident and understood by the school community
- School visit that show that all staff understand the school's student outcome goals
- Classroom visits that show lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals
- Evidence of team development and evaluation of classroom lessons
- Existence and work of professional learning communities
- Use of research-based practices and strategies in classrooms
- Master school schedule documenting individual and collaborative planning for every teacher
- Examples of how staff members have used achievement data to improve student performance
- Schedule and samples of student achievement and performance progress reports provided to students, families, and stakeholders
- Calendar or schedule for staff shared practice time and written description of how this time is used to improve professional practice and student learning (may include agenda, protocols, etc.)
- Results of school-wide or student learning action research studies
- Other _____
- Other _____

Performance Measure #1: *Establishes a Vision and Mission Focused on Shared Goals and High Expectation and Cultural Understanding*

Indicator 1E: *Builds a strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.*

DISTINGUISHED (4) ...and

- Principal recruits individuals within the community and establishes and/or joins networks with families, community partners and under-represented populations to develop relationships to solve problems and pursue shared purposes.
- Principal incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the schools' instructional program.
- Principal, in collaboration with staff, students, parents and community members, integrates culturally responsive practices into daily school operations and classroom practices, and builds staff capacity to recognize and integrate learning opportunities that come from diversity.
- Principal initiates outreach activities to engage all stakeholders in the school improvement agenda, and creates structures with multiple and diverse pathways for family and community involvement.

ACCOMPLISHED (3) ...and

- Principal utilizes the community's cultural, social, economic and intellectual resources to enhance the learning environment.
- Principal incorporates different perspectives into decisions in developing plans and creates forums to hear multiple and dissenting viewpoints.
- Principal establishes school-wide practices that promote tolerance and addresses intolerance.
- Principal creates a school culture and establishes expectations in which staffs are accessible and approachable to families and community.

SATISFACTORY (2) ...and

- Principal acknowledges the community's cultural, social, economic and intellectual resources.
- Principal designs plans for student and school success, and asks for feedback from multiple voices from the school community.
- Principal models appreciation and respect for the cultures of the school and community and uses strategies to promote intolerance.
- Principal welcomes family and community involvement and visitors to the school are welcomed.

UNSATISFACTORY (1)

- Principal fails to demonstrate an understanding, appreciation, and need for cultural, social, economic and intellectual diversity of the school community.
- Principal excludes voices from the community in forums to discuss school performance.
- Principal holds different expectations for different groups of students and holds them to different standards.
- Family and community input are not present in the schools' vision, mission and goals.

1E Score: _____

Possible Sources of Evidence:

- Surveys of students, teachers and parents
- Documented use of School Improvement Team in decision-making
- List of ways in which staff and students have been involved in community events
- Participation at family nights, open houses, discussion groups and other scheduled opportunities for dialogue with stakeholders
- School website, mass e-mail/social media, newsletters and other examples of direct communication with families and community stakeholders
- Description of how school staff is increasing the involvement/engagement of diverse family groups such as low-income, racial, ethnic and single-parent groups as well as those who work and cannot participate in school events during the day
- Description of the business and community partnerships that have been formed
- List of ways in which families and community stakeholders have been engaged in improving student learning
- Multi-lingual newsletters and other school communications
- Focus group meeting results
- Parent advisory agendas and minutes
- School leadership team includes parents or community members, times and locations for all meetings are known
- Parent volunteer list and recognition ceremony
- Log of referrals of students and families to community agencies
- Establish business partnerships to enhance collaboration in community (documentation)
- Collaboration with higher ed (documentation)
- Mentors (adults/students) (documentation)
- Examples of parental involvement and input, e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org
- Teaming w/community agencies, YMCA, Mental Health (documentation)
- Other _____
- Other _____

Performance Measure #1: *Establishes a Vision and Mission Focused on Shared Goals and High Expectation and Cultural Understanding*

Indicator 1F: *Other as determined locally*

DISTINGUISHED (4) ...and

- Principal ...
- Principal ...

ACCOMPLISHED (3) ...and

- Principal ...
- Principal ...

SATISFACTORY (2) ...and

- Principal ...
- Principal ...

UNSATISFACTORY (1)

- Principal ...
- Principal ...

1F Score: _____

Possible Sources of Evidence:

- Other _____
- Other _____

Performance Measure # 2

Performance Measure #2: *Provides Instructional Leadership for High Student Academic Performance*

Indicator 2A: *Facilitates the development and communication of a shared vision and school culture for effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.*

DISTINGUISHED (4) ...and

- Principal engages multiple stakeholders and shares leadership in developing, communicating, and evaluating a shared vision for effective teaching.
- Principal communicates and models through decision-making processes, a commitment to high expectations and closing of achievement gaps for all students. Principal nurtures a school-wide culture of high expectations, collaboration, and learning.
- Principal develops policies to support high expectations for creating engaging, active learning environments; offers multiple opportunities throughout the school year to listen and respond to teachers and students regarding learning experiences.
- Principal provides opportunities and support to extend learning environments beyond school walls (i.e. outdoor classrooms, displays of student work in halls, organization of classrooms, etc.).

ACCOMPLISHED (3) ...and

- Principal engages shareholders beyond students and teachers in development and communication of a shared vision for effective teaching.
- Principal communicates and models through decision-making processes, a commitment to high expectations and closing of achievement gaps for all students.
- Principal creates and implements a system of monitoring, feedback, and support that ensures instruction is research based, individualized, and focuses on high levels of student engagement.
- Principal provides support and resources for creative and innovative teaching.

SATISFACTORY (2) ...and

- Principal engages students and staff in development and communication of a shared vision for effective teaching.
- Principal communicates the importance of high expectations and closing of achievement gaps.
- Principal observes classrooms, identifying individualized instruction and high levels of student engagement.
- Principal encourages creative and innovative teaching.

UNSATISFACTORY (1)

- Principal lacks or unilaterally develops vision for effective teaching.
- Principal lacks an emphasis on learning and high expectations in vision.
- Principal fails to reinforce the importance of individualization of instruction and student engagement in student achievement.
- Principal fails to support diverse learning styles of students.

2A Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- Principal walkthrough records and data
- Displays of student work, teacher lesson plans, student work samples
- School mission, vision, and goal documents OR school improvement plan
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews
- Other: _____
- Other: _____

Performance Measure #2: *Provides Instructional Leadership for High Student Academic Performance*

Indicator 2B: *Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.*

DISTINGUISHED (4) ...and

- Principal utilizes student input on delivery of curriculum and to identify priorities.
- Principal ensures standards are aligned vertically and horizontally at student transition points in and out of the school.
- Principal facilitates teachers' review of summative assessment data in order to refine curriculum on a continual basis; partners with and utilizes input from the community to improve curricular programs and processes.

ACCOMPLISHED (3) ...and

- Principal ensures curriculum standards are effectively taught through frequent formal and informal classroom observations and provides constructive curricular feedback to teachers based on observations.
- Principal ensures standards are aligned vertically and horizontally within the school.
- Principal provides opportunities to ensure academic standards are analyzed and deconstructed or translated into rigorous, student-friendly learning outcomes; provides time, space, and opportunities for standards to be collaboratively aligned; and provides structure and support for teachers to compare student work to standards.

SATISFACTORY (2) ...and

- Principal conducts formal and informal classroom observations of curriculum delivery and provides generalized feedback to teachers following formal observations.
- Principal provides opportunities for horizontal standard alignment through grade-level or team meetings.
- Principal provides direction and purpose for teachers to communicate learning outcomes to students.

UNSATISFACTORY (1)

- Principal fails to create or maintain a system to ensure curriculum standards are taught.
- Principal allows classroom curriculum to be a matter of individual teacher discretion and autonomy.
- Principal fails to provide opportunities for teachers to develop curriculum, collaborate on student learning targets, or compare student work.

2B Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- Curriculum documents—pacing guides, priority standards, etc.
- Student assessments
- Principal walkthrough and classroom observation records and data
- Standards or learning outcomes posted in classrooms
- Displays of student work, teacher lesson plans, student work samples
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Staff and student survey data
- Committee and team structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews
- School master schedule
- Other: _____
- Other: _____

Performance Measure #2: *Provides Instructional Leadership for High Student Academic Performance*

Indicator 2C: *Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve student learning and close identified gaps*

DISTINGUISHED (4) ...and

- Principal, with teachers, identifies future challenges and potential solutions based on anticipated student performance.
- Principal creates formal structures that provide for student reflection and goal setting.
- Principal has facilitated processes for teachers to design interventions at multiple levels of intensity, to continually evaluate the impact of interventions on student learning, and to refine interventions appropriately.

ACCOMPLISHED (3) ...and

- Principal, with teachers, gathers and appropriately uses formative and summative data to evaluate effectiveness of teaching and learning; collaboratively, teachers set and measure student performance goals frequently.
- Principal develops protocols that ensure student progress is measured and communicated frequently with students and parents.
- Principal has implemented processes for teachers to design and implement interventions at both the classroom and school levels; develops systems and supports that allow for differentiated learning opportunities based on assessment data.

SATISFACTORY (2) ...and

- Principal provides structures that measure student performance through formative and summative assessments; teachers set student performance goals and monitor achievement gap data.
- Principal communicates student accountability and assessment data through mandated reporting systems.
- Principal monitors the use of school-wide or classroom interventions that are designed based on student performance data; encourages teachers to differentiate learning opportunities based on student needs.

UNSATISFACTORY (1)

- Principal fails to develop a system of assessment to monitor student progress and set goals on student performance and achievement gaps.
- Principal fails to accurately communicate student assessment and accountability data with stakeholders.
- Principal fails to support necessary interventions and changes of instructional strategies based on student assessment data.

2C Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- Evidence of changes in curriculum based on data
- Teacher learning team goals and action plans
- School intervention (Response to Intervention) plans or models
- Principal walkthrough and classroom observation records and data
- Records of student data analysis
- Student assessments
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Staff and student survey data
- Committee and team structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews
- School master schedule
- Other: _____
- Other: _____

Performance Measure #2: *Provides Instructional Leadership for High Student Academic Performance*

Indicator 2D: *Facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning*

DISTINGUISHED (4) ...and

- Principal frequently collects and analyzes student data to determine the impact of interventions.
- Principal has designed and implemented processes in which teachers individually and collaboratively collect and review data to modify interventions and instructional strategies.
- Principal has created conditions in which teachers invite classroom observations and feedback and implements processes in which teachers engage in peer observations that are supported by appropriate professional development.
- Principal creates conditions in which staff members wish to change the status quo of teaching and learning in the school; learning teams have frequently scheduled meetings, and the principal frequently attends meetings.
- Principal creates an environment of trust, risk-taking, and support in which staff members who implement innovative strategies are encouraged, protected, and supported to learn from implementation mistakes.

ACCOMPLISHED (3) ...and

- Principal regularly collects and analyzes student data to determine the impact of interventions.
- Principal has designed and implemented processes that support teachers' individual and collaborative review of data to modify interventions and instructional strategies.
- Principal frequently observes all teachers and has created and implemented a system that facilitates teachers' reflection on practice based on data collected in observations; teachers participate in peer observations.
- Principal supports learning teams with resources; learning teams have regularly scheduled meetings, and the principal frequently attends meetings; learning teams collect and analyze student learning data to revise strategies and assess progress towards goals.
- Principal creates an environment of risk-taking and trust in which staff members who implement innovative strategies are encouraged, protected, and provided additional support.

SATISFACTORY (2) ...and

- Principal collects and analyzes student data at the end of the year to determine the impact of interventions.
- Principal reports results to teachers.
- Principal observes classroom instruction and provides feedback to teachers.
- Principal has implemented processes in which learning teams have a collective focus, collect and analyze data, study professional literature, and take collective action on a continuous basis.
- Principal creates an environment of trust in which both successes and failures are shared, and expressions of opinions and feelings are welcomed.

UNSATISFACTORY (1)

- Principal does not collect or use student data to monitor the impact of interventions.
- Principal does not report results to teachers.
- Principal fails to create or maintain a system for observing instruction, facilitating reflection on instructional practice, and coaching teachers.
- Principal does not create processes for teachers to review data or research or to take collective action based on data and research.
- Principal maintains an environment that is satisfied with current practices and procedures.

2D Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- Principal walkthrough and observation records and data
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- School intervention (Response to Intervention) plans or models
- Evidence of changes in interventions based on data
- Staff survey data
- Learning team structures, schedules, meeting agendas, and meeting minutes
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews
- Other: _____
- Other: _____

Performance Measure #2: *Provides Instructional Leadership for High Student Academic Performance*

Indicator 2E: *Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, are job embedded, and are based on the school's learning needs*

DISTINGUISHED (4) ...and

- Principal provides professional development experiences that enable educators to problem solve and adapt new strategies to match classroom and student circumstances.
- Principal provides specific, expected student learning outcomes and a descriptive rubric of expected practices connected to staff learning experiences.
- Principal works with teachers to conduct a research review to ensure alignment with populations and outcomes when developing staff learning experiences and approaches.
- Principal has implemented processes in which staff members take leadership in initiating professional development planning and evaluation.
- Principal maintains learning team meeting schedules despite challenges from staff or circumstances and communicates the value of teams to stakeholders.
- Principal works with a representative group of teachers to analyze a variety of student learning results as well as demographic and program data to plan staff learning experiences based on student and adult learning needs.

ACCOMPLISHED (3) ...and

- Principal provides professional development experiences that address content knowledge and underlying concepts that teachers need to enable students to achieve high standards.
- Principal communicates a clear description of expected practices that result from staff learning experiences.
- Principal works with teachers to review research and evaluation data from previous staff experiences when developing staff learning experiences and approaches.
- Principal works with staff to create a schedule that allows for additional time within the calendar for staff learning experiences on an ongoing basis.
- Principal has created a schedule for learning teams to meet during the school day and monitors this time to ensure it is used productively.
- Principal works with a representative group of teachers to analyze a variety of student learning results to plan staff learning experiences based on student and adult learning needs.

SATISFACTORY (2) ...and

- Principal provides professional development experiences that address the use of curriculum and materials, assessment practices, and new instructional programs; professional development experiences focus on procedural learning—"how to do it."
- Principal describes general student learning outcomes and explains how staff learning experiences support school improvement goals.
- Principal understands what constitutes reliable and valid research, knows how to interpret results of research, and uses research and evaluation data from previous staff experiences when developing staff learning experiences.
- Principal collaborates with staff and professional development facilitators to design and implement an ongoing professional development program based on teacher and student needs.
- Principal uses staff meetings for collegial interaction and sharing and creates learning teams that meet regularly with a focus on collective inquiry and action.
- Principal analyzes student achievement results to determine staff learning experiences.

UNSATISFACTORY (1)

- Principal provides professional development sessions that address regulations, procedures, and policies.
- Principal does not articulate the rationale or expected results of staff learning experiences.
- Principal does not use educational research when planning staff learning experiences.
- Principal works with staff to schedule staff development activities for designated days in the calendar.
- Principal maintains working conditions that result in teacher isolation and individual practice.
- Principal uses personal experience and opinion to determine staff learning experiences.

2E Score: _____***Possible Sources of Evidence:***

- Evaluator observations and interviews
- School improvement plan OR professional development plan
- Staff survey data
- Master schedule
- Professional development materials
- Staff meeting agendas and materials
- Learning team structures, schedules, meeting agendas, and meeting minutes
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews
- Other: _____
- Other: _____

Performance Measure #2: *Provides Instructional Leadership for High Student Academic Performance*

Indicator 2F: *Other as determined locally*

DISTINGUISHED (4) ...and

- Principal ...
- Principal ...

ACCOMPLISHED (3) ...and

- Principal ...
- Principal ...

SATISFACTORY (2) ...and

- Principal ...
- Principal ...

UNSATISFACTORY (1)

- Principal ...
- Principal ...

2F Score: _____

Possible Sources of Evidence:

- Other _____
- Other _____

Performance Measure #3

Performance Measure #3: *Manages Human Resources for Quality Instruction and Professional Growth*

Indicator 3A: *Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.*

DISTINGUISHED (4) ...and

- Principal uses multiple measures of trend data to validate a pattern of goal attainment and student performance, growth and closing of achievement gaps.
- Principal completes a comprehensive needs assessment of the school strengths/weaknesses including an assessment of the school instructional practices and student learning outcomes.
- Principal uses a comprehensive analysis of the school to determine appropriate grade and content area targets and prioritizes the improvement for staff; organizes staff and school actions to monitor, track and review progress and develops a detailed school improvement plan that identifies strategies to reach school-wide targets and goals for all students.
- Principal maintains a strong focus on student achievement results at all times; build staff ownership for the goals and builds capacity of staff to monitor benchmarks within specific grades and content areas including continuous review for increasing outcomes for low performing students groups.

ACCOMPLISHED (3) ...and

- Principal completes a needs assessment of the school by using multiple forms of data and previous year's school improvement plan to track and review progress.
- Principal uses the needs assessment to identify priority areas for improvement and to set measureable goals with specific grade level and content area targets; identifies benchmarks of student progress and develops a school improvement plan that identifies strategies to reach school-wide targets and goals for all students.
- Principal demonstrates a clear, concise focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against benchmarks to monitor, track, and review progress, and adjusts strategies.
- Principal uses multiple measures to validate student academic growth to identify targeted reduction in student achievement gaps.

SATISFACTORY (2) ...and

- Principal uses some data to assess current student achievement results and school practices.
- Principal uses some data to identify priority areas for improvement and sets some measureable school-wide goals; identifies 2-3 benchmarks of student progress and develops a school improvement plan that identifies a limited number of strategies to reach school-wide goals.
- Principal provides some attention to improving student achievement results; refers to goals on-an inconsistent basis, does not align the goals to day-to-day work of the schools-and implements a limited number of strategies to reach low-performing student groups.
- Principal uses multiple measures to indicate student growth but growth does not meet the established school-wide achievement goals.

UNSATISFACTORY (1)

- Principal does not assess the current state of the school and/or does not use data to assess student achievement or overall school performance.
- Principal does not use data to identify priority areas or goals for improvement; does not have a process to track progress; does not complete a school improvement plan and/or creates a plan that is not aligned to school priorities for improvement.
- Principal does not maintain a focus on improving results or meeting school goals; rarely refers to goals and does not identify and/or implement strategies to reach results for all students.
- Principal demonstrates a pattern of little to no student growth and fails to indicate a pattern of reducing achievement gaps

3A Score: _____***Possible Sources of Evidence:***

- School Improvement Plan
- Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level are clear, rigorous, and based on Minnesota Academic Standards
- Disaggregated student data (observations and artifacts; analysis of data, RtI data and team minutes, formative and summative assessments analysis, student work analysis)
- Student dropout rate
- Teacher retention data
- Development and communication of goal-orientated personalized education plans for identified students
- Information about the effectiveness of intervention practices
- Schedule and samples of student achievement and performance progress reports provided to students, families and stakeholders
- Documented discussions of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies to increase performance
- Other: _____
- Other: _____

Performance Measure #3: *Manages Human Resources for Quality Instruction and Professional Growth*

Indicator 3B: *Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.*

DISTINGUISHED (4) ...and

- Principal implements a job-embedded professional learning system aligned with curricular, instructional and assessment needs; provides consistent support, development, coaching/mentoring, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning activities.
- Principal implements a strategy to build the capacity of teacher learning teams to lead effective meetings focused on student learning data and examining student work for instructional decision making to improve student outcomes.
- Principal consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.
- Principal supports and develops staff ability to analyze data to identify and prioritize student learning needs, guide grouping, re-teaching, and to identify/prioritize needs and for continuous improvement; build staff capacity to use data in determining team and individual goals.

ACCOMPLISHED (3) ...and

- Principal creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; aligned with curricular, instructional, and assessment needs; dedicates staff time for school's professional development activities.
- Principal ensures that effective teacher learning teams use student learning data and student work to advance student outcomes.
- Principal uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.
- Principal uses multiple sources of data to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive instructional decisions, teaching plans and changes in practice for individual teachers.

SATISFACTORY (2) ...and

- Principal relies on whole group professional development sessions including trainings on how data should be used, with some specific supports.
- Principal introduces common learning team structures and expectations for teacher teams.
- Principal uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement.
- Principal supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices.

UNSATISFACTORY (1)

- Principal does not offer professional development and support that is timely, relevant or differentiated.
- Principal does not create consistent teacher learning team structures.
- Principal uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices.
- Principal is unable to lead staff through continuous data review or lacks consistency in implementation.

3B Score: _____

Possible Sources of Evidence:

- Observations and artifacts such as teacher team meeting notes, building staff development plan
- Documentation of structures such as professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration
- Evidence of team development and evaluation of classroom lessons
- Master school schedule documenting individual and collaborative planning and learning time for every teacher
- Schedule for teacher-shared practice time and a written description of how this time is being used to improve adult and student learning
- Results of school-wide or student learning-based action research studies
- Data notebooks, data walls, or other systems of data collection and sharing show multiple sources of information are used to regularly track and analyze student progress against goals
- Documented discussion of student performance results in attaining expected outcomes, areas needing improvement and proposed strategies of increase performance
- Staff surveys meet district and school targets for reported school-wide commitment to professional development
- Written individual staff professional development plans aligned to school goals for student outcomes and educator development; identifies remediation plans that reflect student and staff developmental needs
- School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- School visits reveal common language about instruction
- School visit that show staff, individually and in teams, analyze student and group progress toward learning goals
- Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress
- 360 degree feedback
- Other: _____
- Other: _____

Performance Measure #3: *Manages Human Resources for Quality Instruction and Professional Growth*

Indicator 3C: *Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.*

DISTINGUISHED (4) ...and

- Principal continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population.
- Principal implements clear selection criteria and strategically assess and places teachers based on school and student need in grade level and content areas to create a balanced team with a multiple level of strengths and knowledge.
- Principal implements a system for consistent support and follow-up so that new staff and teachers identified for improvement that includes feedback from a master teacher or member of the leadership team that supports continuous improvement and professional growth.
- Principal uses multiple data sets including teacher evaluations, surveys and student data to inform a formal retention and improvement process that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles.

ACCOMPLISHED (3) ...and

- Principal actively uses professional organizations and established networks to recruit staff.
- Principal has clear and articulated selection criteria in place and assesses staff skills to place teachers based on school and student need in grade level and content areas.
- Principal has a system for each new teacher and teachers identified for improvement to assess strengths and weaknesses and to identify specific supports needed to improve; provides differentiated supports through mentors/coaches, teacher leaders or leadership team members.
- Principal identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness and student performance and uses a peer assistance model to improve performance of marginal staff.

SATISFACTORY (2) ...and

- Principal utilizes the district's identified structures in place for recruitment
- Principal has selection criteria and articulates the intention of selecting staff based on grade and content needs.
- Principal ensures all new teachers and all teachers with identified needs are mentored/coached by highly skilled peers to provide support for individual growth and improvement.
- Principal implements a formal retention process that uses teacher evaluations and student achievement data to determine teachers to be retained, needing improvement or to be removed

UNSATISFACTORY (1)

- Principal does not use a recruitment process.
- Principal has no selection criteria and lacks transparency in determining teacher selection process.
- Principal does not provide a formalized structure for supporting new teachers or teachers with identified improvement needs.
- Principal has no clear selection, recruitment, induction or retention plan in place.

3C Score: _____

Possible Sources of Evidence:

- District/school has intentional recruitment and selection process in place that includes demonstration lesson, formal interview, interview with a panel of students and other stakeholders
- Building staffing plans
- School retention data staff climate surveys, exit interview data
- Teacher evaluation data
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Records show that tenure and retention decisions are based on clear assessments of effectiveness
- School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that tenure and retention decisions are based on clear assessments of effectiveness
- Other: _____
- Other: _____

Performance Measure #3: *Manages Human Resources for Quality Instruction and Professional Growth*

Indicator 3D: *Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth.*

DISTINGUISHED (4) ...and

- Principal implements systems for coaching and professional development that ensure all instructional staff uses best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress and redesigning instructional practices and programs based on improving student results.
- Principal ensures that systems for observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers.
- Principal implements a teacher observation system for all staff that consistently monitors performance and establishes individual growth plans focused on improvement and professional growth.
- Principal observation and evaluation systems hold all staff accountable for student outcomes
- Principal ensures professional development includes coaching and meets the diverse learning needs of all staff in order to attain student learning goals.

ACCOMPLISHED (3) ...and

- Principal provides regular coaching and professional development to all instructional staff to improve the capacity to use best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional practices and programs based on improving student results.
- Principal provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receives specific formal and informal feedback from multiple observers.
- Principal differentiates walkthrough and observation protocols based on teacher and student needs.
- Principal conducts all required evaluations and observations are conducted timely, thoroughly and meaningfully focused on professional growth and improvement.
- Principal ensures professional development includes coaching and meets diverse learning needs and assists in meeting student learning goals.

SATISFACTORY (2) ...and

- Principal supports some coaching and professional development to assist instructional staff in using best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress and redesigning instructional practices to improve student results.
- Principal adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need.
- Principal implements a consistent instructional walkthrough and observation approach for all teachers that include regular formal and informal observations.
- Principal ensures evaluations and observations are in compliance with district policy.
- Principal ensures professional development includes coaching.

UNSATISFACTORY (1)

- Principal provides little or ineffective coaching and professional development to assist instructional staff in improving instruction.
- Principal's observations are infrequent and inconsistent; feedback is vague and general.
- Principal observations and walk-throughs are inconsistent or not in place for all teachers.
- Principal has significant lapses in evaluation and observation process.
- Principal provides professional development that is not high quality or tailored to meet educators' needs and student learning goals.

3D Score: _____

Possible Sources of Evidence:

- Written teacher evaluation aligned to student achievement goals
- Professional Growth plans for underperforming staff
- Evaluation documentation and consistency between practice ratings and student outcomes over time
- Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goals setting worksheets
- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental growth plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- Other: _____
- Other: _____

Performance Measure #3: *Manages Human Resources for Quality Instruction and Professional Growth*

Indicator 3E: *Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation or removal of underperforming staff members.*

DISTINGUISHED (4) ...and

- Principal completes all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation.
- Principal conducts evaluation and observations aligned to district/state and contract provisions in a transparent, timely and thorough manner that hold staff accountable for student outcomes.
- Principal facilitates the development of and monitors the implementation of individualized professional growth plans for staff to increase teacher effectiveness and improve student learning.
- Principal analyzes the results of multiple measures including surveys, student assessment outcomes, learning climate, quality of instruction and planning; teacher and staff evaluations results are used in planning and delivering professional development, identify remediation steps for identified staff and to determine staff who will not be retained.

ACCOMPLISHED (3) ...and

- Principal implements an evaluation process that includes annual goal setting, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes.
- Principal completes required evaluations and observations transparently and on time and thoroughly and in compliance with district/state and contract provisions.
- Principal monitors the implementation of professional growth plans, provides support in meeting goals and provides feedback to improve performance.
- Principal uses multiple measures of student growth to evaluate teachers and other staff members in a fair and equitable manner and uses the results to improve instructional practice, determine remediation for identified staff and identify staff who will not be retained.

SATISFACTORY (2) ...and

- Principal implements and communicates an evaluation process that includes observation and student outcome data.
- Principal conducts most evaluations and observations on time and in compliance with district policy.
- Principal provides identified staff the opportunity to develop and professional growth plan to improve performance.
- Principal implements district, state and contractual evaluation policies in a fair and equitable manner in order to determine remediation for identified staff and identify staff who will not be retained.

UNSATISFACTORY (1)

- Principal does not have a clear or consistent evaluation processes; does not complete evaluations for staff.
- Principal has significant lapses in the evaluation and observation process.
- Principal does not provide staff the opportunity to develop professional growth plans to improve performance
- Principal does not adhere to the legal requirements for teacher and staff evaluation.

3E Score: _____

Possible Sources of Evidence:

- Use of multiple measures to evaluate teacher effectiveness such as assessment of student outcomes, learning environment, quality of instruction, planning and professional development
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- Written teacher evaluation aligned to student achievement goals
- Professional Growth plans for underperforming staff
- Evaluation documentation and consistency between practice ratings and student outcomes over time
- Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goals setting worksheets
- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Other: _____
- Other: _____

Performance Measure #3: *Manages Human Resources for Quality Instruction and Professional Growth*

Indicator 3F: *Others As Determined Locally*

DISTINGUISHED (4) ...and

- Principal ...
- Principal ...

ACCOMPLISHED (3) ...and

- Principal ...
- Principal ...

SATISFACTORY (2) ...and

- Principal ...
- Principal ...

UNSATISFACTORY (1)

- Principal ...
- Principal ...

3F Score: _____

Possible Sources of Evidence:

- Other _____
- Other _____

Performance Measure #4

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

Indicator 4A: *Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.*

DISTINGUISHED (4) ...and

- Principal translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all students and stakeholders.
- Principal institutes practices and strategies that build towards a collective sense of well-being among staff, students and parents/guardians to impact student achievement.
- Principal creatively employs an awareness of staff's professional needs, the school community issues and interests to build cohesion and facilitate distributed leadership and shared decision making in meeting school's goals and implementing action plans.
- Principal develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups.

ACCOMPLISHED (3) ...and

- Principal translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff delivers clear and consistent messaging about the values and behaviors to students.
- Principal actively models and implements strategies to promote a sense of well-being among staff, students and parents/guardians.
- Principal builds systems and relationships that utilize the staff's and community's diversity, ideological differences and expertise through shared decision-making in developing school's goals and action plans.
- Principal enhances and maintains trusting relationships among and between a variety of stakeholder groups.

SATISFACTORY (2) ...and

- Principal translates the school values into specific behaviors and works to ensure that all students learn expected behaviors.
- Principal identifies strategies for developing a sense of well-being among staff, students and parents/guardians.
- Principal is aware of the expertise, power and influence of staff and community members, and demonstrates sensitivity to their cultural and professional needs when developing school's goals and plans.
- Principal articulates a belief that building and maintaining relationships is important and works to establish or enhance relationships.

UNSATISFACTORY (1)

- Principal does not make values or behavioral expectations clear to staff or students.
- Principal lacks understanding of the importance of developing a sense of well-being among staff, students and parents/guardians.
- Principal is unaware of the level of expertise of staff and community members and does not attempt to include these stakeholders when developing school goals and plans.
- Principal does not develop positive relationships and/or undermines positive relationships that exist.

4A Score: _____

Possible Sources of Evidence:

- Building climate survey results
- Community partnerships
- Conflict resolution protocol
- Building staff development plan
- Disciplinary report data
- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision-making and distributed leadership
- A fair and equitable student discipline policy
- Staff surveys meet school or district targets for reported effectiveness of school improvement, communication, and/or change management strategies
- Teacher retention data.
- Evidence of visibility and accessibility.
- Evidence of shared decision-making and distributed leadership.
- Teacher, student, and family involvement and leadership in the work of the school reflect the school's demographics.
- Multi-lingual newsletters and other school communications.
- Involvement in professional associations.
- A fair and equitable student discipline policy.
- Description of structures that are in place to promote collegiality and collaboration.
- Professional Learning Community and learning team meeting notes, agendas, action plans
- Professional Development Plan
- Other: _____
- Other: _____

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

Indicator 4B: *Models appropriate personal, professional, and ethical behavior that is respectful, fair, enhances the image of the school and the professional and inspires others to higher levels of leadership and performance.*

DISTINGUISHED (4) ...and

- Principal focuses all conversations, initiatives and plans on improving student achievement and is relentless with staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff.
- Principal develops structures, outreach and training to ensure that staff develops the skill set to treat all people equitably and with respect, and incorporates them throughout school practices and decision making processes.
- Principal creates leadership growth opportunities – with increasing levels of autonomy – for staff, students, parents and community members.
- Principal plans and leads community initiatives and opportunities that support building goals and impact student learning.

ACCOMPLISHED (3) ...and

- Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence in staff in the face of challenges.
- Principal upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed.
- Principal identifies strengths and interests of the building staff in order to identify potential leaders, and builds leadership's capacity to become proficient in role expectations
- Principal establishes and sustains school-community partnerships to support student achievement and collaborates with community groups to identify resources and solutions.

SATISFACTORY (2) ...and

- Principal demonstrates resolve and focuses on student achievement goals in the face of challenges.
- Principal meets all legal requirements for work relationships; takes action when inappropriate conduct is reported or observed.
- Principal matches leadership responsibilities to the talents of individual staff.
- Principal represents the school at community functions and advisory groups and uses community-based resources to increase student achievement.

UNSATISFACTORY (1)

- Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.
- Principal does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take appropriate actions when inappropriate conduct is reported or observed.
- Principal provides minimal or no support to members of school's leadership team; members of the leadership team are unclear about their roles.
- Principal fails to engage in productive school-community partnerships, or engages in partnerships that do not align to the school goals.

4B Score: _____

Possible Sources of Evidence:

- Teacher retention data.
- Evidence of visibility and accessibility.
- Evidence of shared decision-making and distributed leadership.
- Teacher, student, and family involvement and leadership in the work of the school reflect the school's demographics.
- Multi-lingual newsletters and other school communications.
- Involvement in professional associations.
- A fair and equitable student discipline policy.
- Description of structures that are in place to promote collegiality and collaboration.
- Professional Learning Community and learning team meeting notes, agendas, action plans
- Professional development plan
- Other: _____
- Other: _____

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

Indicator 4C: *Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.*

DISTINGUISHED (4) ...and

- Principal adapts his/her leadership style to the needs of specific situations; models flexibility; and builds a sense of efficacy, well-being and empowerment among staff and school community.
- Principal focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff.
- Principal resolves conflicts in a collaborative manner that result in the best interest of students and the school.
- Principal builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student, team and teacher performance data.

ACCOMPLISHED (3) ...and

- Principal directly addresses staff emotions that occur during a change process, is supportive of staff, and models persistence and well-being of the staff.
- Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges.
- Principal regularly provides opportunities for staff members to express opinions and solicits information from those that are contrary to those of authority or in relation to potentially discordant issues.
- Principal routinely and consistently addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.

SATISFACTORY (2) ...and

- Principal is responsive to changing staff emotions and works towards the well-being of the staff.
- Principal sometimes demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of persistent challenges.
- Principal meets with staff to discuss and implement solutions of potential conflicts.
- Principal address some areas of underperformance of staff and/or may only address concerns to a sub-set of the staff; holds conversations on improving and enhancing student learning results with individuals.

UNSATISFACTORY (1)

- Principal is unable to constructively respond to challenges, and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being of staff.
- Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.
- Principal excludes staff from determining solutions to potential conflicts.
- Principal does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results.

4C Score: _____

Possible Sources of Evidence:

- School improvement plan.
- Staff surveys.
- School financial information.
- School safety and behavior expectations.
- Master school schedule documenting individual and collaborative planning for every teacher.
- Evidence of formal and informal systems of communication.
- Dissemination of clear norms and ground rules.
- Evidence of ability to confront ideological conflict and then reach consensus.
- Student/family handbook with rules and expectations for behavior
- Other: _____
- Other: _____

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

Indicator 4D: *Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively.*

DISTINGUISHED (4) ...and

- Principal ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.
- Principal routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.
- Principal develops an effective and interactive communication plan and public relations program; initiates outreach activities to engage all stakeholders in the school improvement agenda, and creates structures with multiple pathways for family and community involvement.
- Principal communicates effectively with all stakeholders, including listening actively and connecting conversations and meetings to school goals and values.
- Principal ensures all written and web-based communications is exceptionally well written and clear.

ACCOMPLISHED (3) ...and

- Principal utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community; provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community.
- Principal builds partnerships with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.
- Principal actively recruits and uses parents and community volunteers; creates a school culture in which staff are accessible and approachable to families and community.
- Principal balances appropriate communication strategies for diverse constituents and contexts; selects appropriate facilitation and leadership strategies in all settings.
- Principal communicates with stakeholders bi-monthly through written and web-based communication that is clearly written and error free.

SATISFACTORY (2) ...and

- Principal designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community; routinely involves key stakeholders in school wide communications processes.
- Principal invites family and community members to develop and evaluate programs, services, and staff outreach to improve student learning.
- Principal regularly practices two-way communication with parents about student progress and available school services to meet student needs.
- Principal communicates clearly for most audiences, but may have difficulty differentiating message for all stakeholders; may not always demonstrate active listening skills
- Principal communicates on a regular basis with stakeholders through written and web-based communication that is clearly written and error free.

UNSATISFACTORY (1)

- Principal does not demonstrate the Importance of open, effective communication in the operation of the school.
- Principal rarely and/or ineffectively partners with families and community members to develop and evaluate programs, services and staff outreach.

- Principal does not communicate with families; families and community members do not feel welcome; and families are not sure what their children are learning.
- Principal is unable to tailor message to the audience; creates a climate of fear where dissenting voices are not welcomed.
- Principal does not ensure all written and web-based communication is clear or error free.

4D Score: _____

Possible Sources of Evidence:

- Plans for internal and external communications.
- Documentation and understanding of individual and group behavior in normal and stressful situations.
- Teamwork; initiatives/agenda.
- Documentation of understanding of conflict resolution and problem-solving strategies.
- Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders)
- Examples of appropriate communication technology.
- School website, mass e-mail/social media, newsletters, and other examples of direct communication with families and community stakeholders.
- Other: _____
- Other: _____

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

Indicator 4E: *Welcomes and honors families and stakeholders by engaging them in meaningful dialogue regarding student learning, the work of the school and its needs and accomplishments.*

DISTINGUISHED (4) ...and

- Principal proactively develops relationships and establishes processes with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda.
- Principal establishes decision-making processes that include parent, community and staff members; staff members are encouraged to expand their role in the community by engaging in leadership responsibilities outside of the school setting.
- Principal establishes processes to assist staff, students, and families in the change process to share feelings and supports the community while describing the future; maintains focus on achieving school goals when confronting and supporting staff by challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.
- Principal recognizes, integrates and expands upon the learning opportunities that come from a diverse community that leads to greater community involvement and higher levels of student learning.

ACCOMPLISHED (3) ...and

- Principal implements processes that empower parents/guardians and all community stakeholders in making significant decisions and shared responsibility in the work of the school.
- Principal ensures that parents, community members and staff have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process.
- Principal directly addresses and assists stakeholders to understand and navigate the change process balances the need to make change within the school quickly while supporting the staffs' ability to learn and develop new skills.
- Principal examines, addresses and changes any school structures or school practices that limit the participation of groups of students and families and/or does not build upon diversity in plans to increase student learning.

SATISFACTORY (2) ...and

- Principal engages parents/ guardians and all community stakeholders in a shared responsibility for student and school success.
- Principal involves parents, the community, and staff members in decisions about school governance, curriculum, and instruction.
- Principal articulates that change will raise emotions and attempts to support staff in the change process, remains focused on school goals when confronting and supporting staff in the values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.
- Principal demonstrates knowledge about diversity and its impact on student learning.

UNSATISFACTORY (1)

- Principal makes no attempt to interact with, and/or acknowledges parents/guardians and community members in critical roles in developing community engagement, support and ownership of the school.
- Principal does not seek input from a variety of stakeholder groups, including teachers and parents.
- Principal does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.
- Principal demonstrates limited awareness of the impact of diversity on student learning.

4E Score: _____

Possible Sources of Evidence:

- Family surveys meet district- or school-established targets for understanding and support of student learning goals
- Family participation rates for specific events meet district or school targets
- School visits show strong evidence of family outreach and family presence and participation in the school
- School visits show family and community participation on school improvement teams
- Family and community members provide tangible and intangible support of school goals
- School Improvement Plan
- Formative and summative evaluation data
- Professional learning activities that build staff capacity to support diverse populations
- Parent involvement in School Improvement Team.
- PTSA/Booster club operation and participation.
- Parent survey results.
- Evidence of business partners and projects involving business partners.
- Plan for shaping the school's image throughout the community.
- Evidence of community support.
- Number and use of school volunteers.
- List of ways in which staff and students have been involved in community events.
- Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders.
- School website, mass e-mail/social media, newsletters, and other examples of direct communication with families and community stakeholders.
- Other: _____
- Other: _____

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

Indicator 4F: *Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.*

DISTINGUISHED (4) ...and

- Principal advocates for public policies that provide for present and future needs of children and families and improve equity and excellence in education by serving on professional and/or community groups which contribute to policies that influence
- Principal routinely interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school.
- Principal actively participates in the development of district goals and initiatives directed at improving student achievement.
- Principal systematically monitors issues around compliance with expectations, structures, rules and expectations; utilizes staff and student input to resolve such issues.

ACCOMPLISHED (3) ...and

- Principal ensures compliance with federal, state and district mandates and updates protocols and processes in place.
- Principal aligns school plans with district initiatives and continually assesses and reports results to district-level decision-makers.
- Principal communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Principal acts to influence local, district, state and national decisions affecting student learning.

SATISFACTORY (2) ...and

- Principal designs protocols and processes to comply with federal, state and district mandates.
- Principal implements district initiatives directed at improving student achievement.
- Principal collaborates with the key stakeholders in developing clear expectations, structures, rules and procedures for students and staff.
- Principal engages in discussion with the school community about federal, state, and local laws, policies, regulations and statutory requirements.

UNSATISFACTORY (1)

- Principal does not demonstrate knowledge of applicable federal, state and district mandates.
- Principal is aware of district goals and initiatives directed at improving student achievement.
- Principal does not demonstrate understanding of the importance of setting clear expectations, structures, rules and procedures for students and staff.
- Principal fails to respond to political, social, and cultural needs of stakeholders.

4F Score: _____

Possible Sources of Evidence:

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Crisis plan
- Staff memos – agendas
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation documents
- Budget management procedures collaboration (dates and documents)
- In-service of new staff members (agendas)
- Hiring rubric/questions
- Building leadership team minutes
- Staff meeting agendas
- Student safety survey data results
- Other: _____
- Other: _____

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

Indicator 4G: *Others As Determined Locally*

DISTINGUISHED (4) ...and

- Principal ...
- Principal ...

ACCOMPLISHED (3) ...and

- Principal ...
- Principal ...

SATISFACTORY (2) ...and

- Principal ...
- Principal ...

UNSATISFACTORY (1)

- Principal ...
- Principal ...

4G Score: _____

Possible Sources of Evidence:

- Other _____
- Other _____

Performance Measure #5

Performance Measure #5: *Strategically Manages Resources for Systemic Performance Accountability*

Indicator 5A: *Distributes leadership responsibilities, shares decision-making, and daily supervises ongoing management structures and practices to enhance teaching and learning*

DISTINGUISHED (4) ...and

- Principal has fully implemented a collaborative leadership structure in which multiple stakeholders are represented and participants assume leadership and accountability in areas of both instruction and school operations.
- Principal designs and implements succession plans for key school positions to ensure that the organization has talent and continuity to move the learning community forward; principal encourages staff members to accept leadership responsibilities outside of the school building.
- Principal designs management structures and operational processes that distribute leadership and decision-making authority and result in continuous improvement.

ACCOMPLISHED (3) ...and

- Principal delegates tasks with corresponding levels of authority for instructional and management structures and practices.
- Principal identifies strengths and interests of building staff in order to identify potential leaders and builds leadership capacity with professional development and coaching; principal creates opportunities for staff to demonstrate leadership skills by recruiting them for leadership and decision-making roles.
- Based on implementation and assessment, principal creates new management structures and operational processes that result in improved efficiency.

SATISFACTORY (2) ...and

- Principal seeks input from a variety of stakeholder groups, including teachers and parents and distributes leadership on issues that are of little consequence to school functionality or success; principal models effective collaboration skills.
- Principal seeks opportunities to build teacher efficacy and leadership capacity among staff.
- Principal appropriately implements and accurately assesses management structures and operational processes.

UNSATISFACTORY (1)

- Principal fails to distribute leadership opportunities or decision-making authority.
- Principal fails to build teacher efficacy.
- Principal does not address management structures or operational processes.

5A Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- Documentation of teacher-led meetings and committees
- Documentation of volunteer programs
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Professional development materials
- Other: _____
- Other: _____

DRAFT

Performance Measure #5: *Strategically Manages Resources for Systemic Performance Accountability*

Indicator 5B: *Improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve district and school's vision, mission, and goals.*

DISTINGUISHED (4) ...and

- Principal finds creative ways to support instructional time for students beyond the traditional school day; systematically monitors the effect of the school schedule on collaborative planning and student achievement.
- Principal ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.
- Principal systematically challenges the status quo by leading change with beneficial outcomes for the organization's performance.
- Principal creates cultural conditions in which staff initiate continuous improvements and assume leadership in improvement initiatives.
- Principal creates an organizational culture in which students and staff recognize and celebrate peer successes and achievements that support organizational change.
- Principal builds capacity of staff to apply information about individual and organizational change processes; staff support peers as they move through changes in organizational practices.
- Principal frequently and intentionally collects data including demographic and programmatic data to inform organizational decisions and reflect on leadership strategies.

ACCOMPLISHED (3) ...and

- Principal maximizes instructional time by protecting it from interruptions and supporting creative ways of managing students, communicates and monitors the expectation that engaging instruction is provided for the entire instructional period, and schedules time for teacher collaboration and planning focused on teaching and learning.
- Principal designs scheduling processes and protocols that maximize staff input and address diverse student learning needs.
- Principal includes integration of 21st century instructional tools, including technology, in instructional expectations and provides learning experiences for staff that support technology's role in students' learning experiences.
- Principal routinely and systematically communicates the impacts of change processes to all stakeholders.
- Principal impacts cultural conditions by modeling continuous improvement, discussing current results, and implementing new processes that result in improvements.
- Principal schedules and communicates opportunities to recognize student and staff successes and achievements that support organizational change.
- Principal plans leadership and change processes using research concerning organizational change processes and how individuals experience the change process; supports staff as they move through changes in organizational practices.
- Principal uses various forms of student achievement data to inform organizational decisions.

SATISFACTORY (2) ...and

- Principal protects instructional time from interruptions and ensures planning time is focused on teaching and learning; ensures that teachers have required amounts of daily planning and lunch periods.
- Principal is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.
- Principal provides students and staff access to a variety of 21st century instructional tools, including technology.
- Principal is comfortable and effective managing and leading major changes that improve organizational performance.
- Principal assesses and diagnoses the current school culture to determine which aspects support continuous improvement.
- Principal employs strategies to support organizational change by recognizing student and staff successes and achievements.

- Principal manages change processes using research about leadership and organizational change processes.
- Principal uses limited sources of data to inform organizational decisions.

SATISFACTORY (1)

- Principal has not created processes to maximize appropriate use of instructional time, allows interruptions during instructional time, and fails to monitor teacher planning and collaboration time.
- Principal does not address technology as a tool for achieving goals.
- Principal employs ineffective management and leadership strategies for managing and improving organizational performance.
- Principal does not address cultural conditions that support continuous improvement.
- Principal fails to recognize student and staff success or achievements.
- Principal does not apply research concerning management strategies and organizational change processes. Past experience is the primary source of information for planning.
- Principal fails to use data to inform organizational decisions.

5B Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- Principal reflections and personal leadership plans
- School master schedule
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Evidence of changes based on data
- Evidence of principal's professional development and use of research-based leadership strategies
- Evidence of recognition and celebrations
- Documentation of teacher-led meetings and committees
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Committee structures, meeting agendas, and meeting minutes
- Professional development materials
- Other: _____
- Other: _____

Performance Measure #5: *Strategically Manages Resources for Systemic Performance Accountability*

Indicator 5C: *Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.*

DISTINGUISHED (4) ...and

- Principal frequently reviews and revises expectations, structures, rules, and procedures for students and staff based on appropriate data.
- Principal ensures themes of respect, caring, and safety are taught, reinforced, celebrated, and publicized in classrooms and the school.
- Principal resolves conflicts to ensure the best interests of students, staff, and the school result.

ACCOMPLISHED (3) ...and

- Principal communicates, monitors, and enforces clear expectations, effective structures, fair rules, and efficient procedures for students and staff.
- Principal utilizes staff and student input to resolve issues of compliance with expectations, structures, rules, and procedures for students and staff.
- Principal develops student and faculty responsibility for reinforcing positive behaviors in the school that support established norms of respect, caring, and safety.
- Principal resolves school-based problems in a fair, democratic way; discusses with staff and implements solutions to address potentially discordant issues.

SATISFACTORY (2) ...and

- Principal effectively implements policies and laws related to student safety and conduct; collaboratively develops clear expectations, structures, rules, and procedures for students and staff.
- Principal communicates timely information in regards to safety and crisis situations with appropriate stakeholders.
- Principal establishes norms of respect, caring, and safety in the school; confronts behaviors that violate norms of respect, caring, and safety.
- Principal demonstrates awareness of and creates processes to resolve potential problems and areas of conflict within the school.

SATISFACTORY (1)

- Principal fails to consistently implement policies and laws related to student safety and conduct; fails to implement clear expectations, structures, rules, and procedures for students and staff.
- Principal establishes a school environment that focuses on maintaining order.
- Principal lacks awareness of potential problems and areas of conflict within the school.

5C Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- Student behavior and attendance data
- School crisis management plan
- Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc.
- Student and staff handbooks that communicate expectations, structures, rules, and procedures
- Evidence of school advisory, guidance, and health programs
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Evidence of recognition and celebrations
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Evidence of changes based on data
- Principal written communications—memos, newsletters, website
- Other: _____
- Other: _____

Performance Measure #5: *Strategically Manages Resources for Systemic Performance Accountability*

Indicator 5D: *Manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.*

DISTINGUISHED (4) ...and

- Principal engages staff in procuring additional resources by writing grants and developing partnerships to support learning.
- Principal delegates and monitors responsibility for oversight of operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal ensures that resources are not diverted to competing issues

ACCOMPLISHED (3) ...and

- Principal collaboratively develops a plan for resource allocation aligned to student and staff needs and communicates the plan to stakeholders; procures additional resources for the school to support student and staff learning.
- Principal maintains and refines operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal works with staff to identify a small number of high-priority goals and plan resource allocation and operational systems based on those goals.

SATISFACTORY (2) ...and

- Principal effectively implements district rules and procedures for resource allocation, management, and procurement; allocates resources to support student and staff learning.
- Principal maintains operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal identifies a small number of goals and prioritizes goals when allocating resources and creating operational systems.

UNSATISFACTORY (1)

- Principal is unable to manage resources in an effective manner and exceeds resources.
- Principal fails to maintain operational systems in areas of physical safety, legal requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.
- Principal does not prioritize or align goals from among school, district, state, and national goals or identifies a large number of goals, resulting in a lack of sufficient resources to accomplish goals.

5D Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- School resource, materials, and budget data
- Staff handbooks that communicate expectations, structures, rules, and procedures
- Evidence of operational systems
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Evidence of improvements to resource management and school operational systems
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Principal written communications—memos, newsletters, website
- Grant applications and evidence of community partnerships
- Other: _____
- Other: _____

Performance Measure #5: *Strategically Manages Resources for Systemic Performance Accountability*

Indicator 5E: *Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies, and available resources that are focused on and result in improved student achievement.*

DISTINGUISHED (4) ...and

- Principal engages staff in procuring additional financial resources by writing grants and developing partnerships to support learning.
- Principal incorporates input from a school leadership team that includes parent and community membership in budget decisions.
- Principal ensures that financial resources are not diverted to competing issues.

ACCOMPLISHED (3) ...and

- Principal collaboratively develops a plan for financial resource allocation aligned to student and staff needs and communicates the plan to stakeholders.
- Principal procures additional financial resources for the school to support student and staff learning.
- Principal utilizes input from staff to establish budget priorities and a balanced operational budget for school programs and activities.
- Principal designs transparent systems to budget and manage school financial resources.
- Principal works with staff to identify a small number of high-priority goals and budget financial resources based on those goals.

SATISFACTORY (2) ...and

- Principal ensures the strategic allocation and equitable use of financial resources to meet student and staff needs.
- Principal allocates funds based on student needs within federal, state, and district rules.
- Principal is knowledgeable of and implements school budget and accounting procedures.
- Principal uses feedback and data to assess the success of budget and accounting procedures.
- Principal identifies a small number of goals and prioritizes goals when budgeting financial resources.

UNSATISFACTORY (1)

- Principal is unable to allocate financial resources in an effective manner and exceeds budgets.
- Principal does not establish a school budget or monitor financial records.
- Principal does not prioritize or align goals from among school, district, state, and national goals or identifies a large number of goals, resulting in a lack of sufficient financial resources to accomplish goals.

5E Score: _____

Possible Sources of Evidence:

- Evaluator observations and interviews
- School budget data and financial records
- Staff handbooks that communicate expectations, structures, rules, and procedures
- Evidence of budget and accounting procedures
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Evidence of improvements to budget and accounting systems
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Principal written communications—memos, newsletters, website
- Grant applications and evidence of community partnerships
- Other: _____
- Other: _____

Performance Measure #5: *Strategically Manages Resources for Systemic Performance Accountability*

Indicator 5F: *Others As Determined Locally*

DISTINGUISHED (4) ...and

- Principal ...
- Principal ...

ACCOMPLISHED (3) ...and

- Principal ...
- Principal ...

SATISFACTORY (2) ...and

- Principal ...
- Principal ...

UNSATISFACTORY (1)

- Principal ...
- Principal ...

5F Score: _____

Possible Sources of Evidence:

- Other _____
- Other _____