



Principal Performance Evaluation System

ACKNOWLEDGEMENTS

The Virginia Department of Education (VDOE) expresses appreciation to the members of the 2011 Virginia Principal Evaluation Work Group for their invaluable input and support of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

Project Consultant

James H. Stronge, Ph.D.
Heritage Professor of Educational Policy, Planning, and Leadership
The College of William and Mary
Williamsburg, Virginia

with assistance from:

Virginia Caine Tonneson, Ph.D.,
The College of William and Mary

Table of Contents

Part I: Introduction and Process

Introduction	1
Purposes and Characteristics	1
Essential Components of PPES.....	2
Documenting Performance.....	5
Alignment of Performance Standards with Data Sources	6
Self-Evaluation	6
Informal Observation/School Site Visits	7
Document Log.....	7
Teacher/Staff Surveys.....	10
Goal Setting.....	11
Other Measures of Connecting Student Performance to Principal Evaluation.....	14
Rating Principal Performance	16
Definitions of Ratings.....	16
Interim Evaluation.....	18
Summative Evaluation	18
Documentation Records	20
Improving Professional Performance	21
Support Dialogue	21
Performance Improvement Plan	22

PART II: Performance Standards

Performance Standard 1: Instructional Leadership.....	24
Performance Standard 2: School Climate.....	26
Performance Standard 3: Human Resources Management.....	27
Performance Standard 4: Organizational Management.....	28
Performance Standard 5: Communication and Community Relations	29
Performance Standard 6: Professionalism	30
Performance Standard 7: Student Academic Progress.....	31

PART III: Forms

Introduction	32
Principal Self-Evaluation Form.....	33

Informal Observation/Site Visit Form	35
Documentation Cover Sheet.....	39
Teacher/Staff Survey.....	41
Survey Summary Form.....	42
Student Academic Progress Goal Setting Form	43
Principal Formative Assessment Form.....	45
Principal Interim Performance Report.....	53
Principal Summative Performance Report	61
Support Dialogue Form	66
Performance Improvement Plan Form	67

REFERENCES	69
-------------------------	----

ENDNOTES	72
-----------------------	----

FIGURES

Figure 1: Relationship between Essential Parts of PPES.....	2
Figure 2: Performance Standards	3
Figure 3: Performance Indicators	4
Figure 4: Performance Appraisal Rubric	5
Figure 5: Data Sources for Principal Evaluation.....	5
Figure 6: Aligning Multiple Data Sources with Performance Standards	6
Figure 7: Examples of Items in a Document Log.....	8
Figure 8: Gain Score Equation.....	11
Figure 9: Goal Setting Process	12
Figure 10: Examples of Measures of Student Academic Progress	12
Figure 11: Acronym for Developing Goals	13
Figure 12: Recommended Interpretation of Median Growth Percentiles	15
Figure 13: Guidance for Incorporating Multiple Measures of Student Academic Progress.....	16
Figure 14: Definitions of Terms used in Rating Scale.....	17
Figure 15: Example of Weighted Calculations	19
Figure 16: Evaluation Schedule for Yourtown Public Schools	20
Figure 17: Tools to Increase Professional Performance	21
Figure 18: Sample Prompts.....	22
Figure 19: Forms used by Yourtown Public Schools	32

PART I: INTRODUCTION AND PROCESS

The Yourtown Public Schools Principal Performance Evaluation System Handbook is designed to provide a prototype of a principal evaluation handbook established by a fictitious Virginia school division. Yourtown used the Virginia Board of Education model principal evaluation system adopted by the Virginia Board of Education and created a handbook that provides more specific details of principal evaluation that best meet the needs of Yourtown Public Schools. Therefore, specific dates for submitting data, dates for completing evaluation documents, or time periods for accomplishing tasks, are not state mandates but guidelines established by Yourtown to best meet the needs of principals and evaluators.

INTRODUCTION

The *Yourtown Public Schools Principal Performance Evaluation System* (PPES) uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge, Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of the Principal Performance Evaluation System are to:

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- promote collaboration between the principal and evaluator, and promote self-growth, leadership effectiveness, and improvement of overall job performance.ⁱ

This evaluation system includes the following distinguishing characteristics:

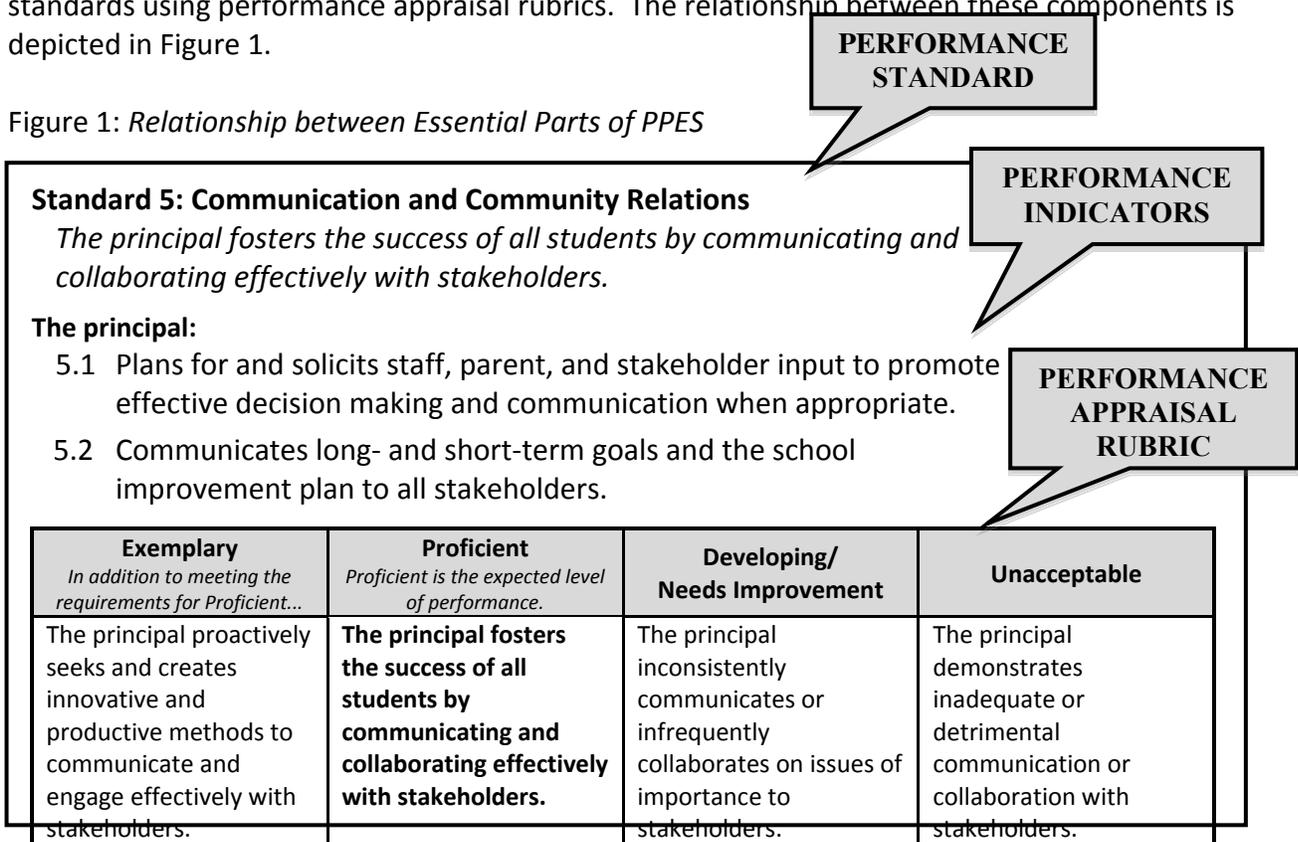
- benchmark behaviors for each of the principal performance standards;

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

Essential Components of PPES

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

Figure 1: Relationship between Essential Parts of PPES



Performance Standards

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

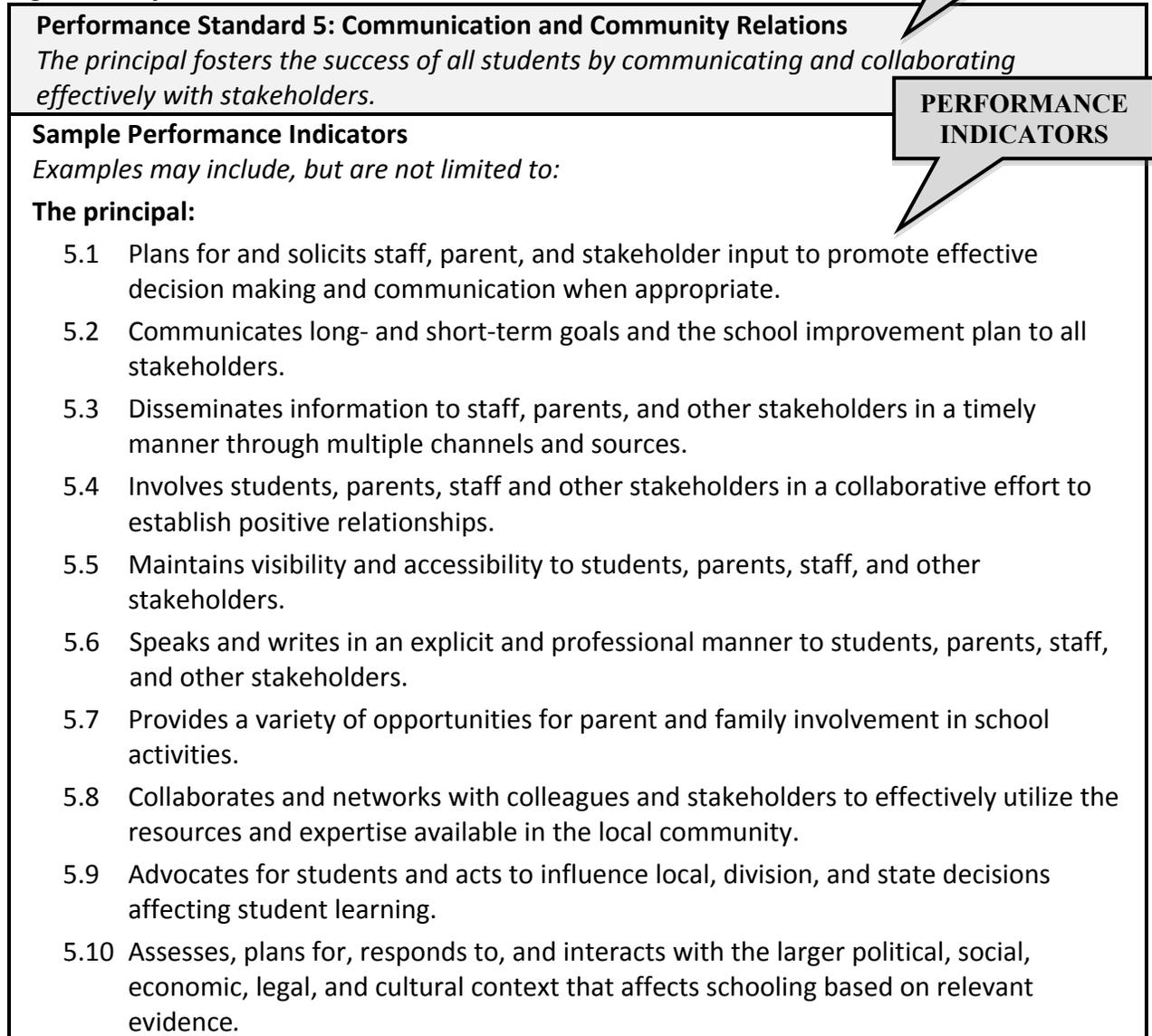
<p>1. Instructional Leadership</p> <p>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>		<p>PERFORMANCE STANDARD</p>
<p>2. School Climate</p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p>		
<p>3. Human Resources Management</p> <p>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p>		
<p>4. Organizational Management</p> <p>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>		
<p>5. Communication and Community Relations</p> <p>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>		
<p>6. Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</p>		
<p>7. Student Academic Progress</p> <p>The principal's leadership results in acceptable, measurable student academic progress based on established standards.</p>		

Performance Indicators

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

Using Standard 5 (Communication and Community Relations) as an example, a set of performance indicators is provided in Figure 3.

Figure 3: Performance Indicators



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

Performance Rubrics

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all principals. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help principals to focus on ways to enhance their leadership practices. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Communication and Community Relations).

Figure 4: Performance Appraisal Rubric

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

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

DOCUMENTING PERFORMANCE

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the principal’s work. The sources of information described in Figure 5 were selected to provide comprehensive and accurate feedback on principal performance.

Figure 5: Data Sources for Principal Evaluation

Data Source	Definition
Self-Evaluation	Self-evaluation reveals principals’ perceptions of their job performance. Results of a self-evaluation should inform principals’ personal goals for professional development.
Informal Observation/ School Site Visits	Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.

Document Log	Document logs provide documentation generated by principals as evidence of meeting the seven performance standards.
Teacher/Staff Survey	Climate surveys provide information to principals about perceptions of job performance. The actual survey responses are seen only by the principal who prepares a survey summary for inclusion in the portfolio/document log.
Goal Setting	Principals, in conjunction with their evaluators, set goals for professional growth and school improvement.

Evaluators may choose to use the optional *Principal Formative Assessment Form* in Part III to document evidence from any of these sources.

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

Alignment of Performance Standards with Data Sources

Whether a principal is meeting the performance standards may be evidenced through multiple data sources. Figure 6 shows the alignment of performance standard by data source.

Figure 6: *Aligning Multiple Data Sources with Performance Standards*

Performance Standard	Self-Evaluation	Informal Observation/ School Site Visits	Document Log	Teacher/Staff Survey*	Goal Setting
1. Instructional Leadership	S	S	P	P	
2. School Climate	S	P	P	P	
3. Human Resources Management	S		P	P	
4. Organizational Management	S	S	P	S	
5. Communication and Community Relations	S	P	P	S	
6. Professionalism	S	P	P	S	P
7. Student Academic Progress			P		P

* Survey summaries are part of the document log.

P = Primary Data Source S = Secondary Data Source

Self-Evaluation

Self-evaluation is a process by which one may judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement.ⁱⁱⁱ By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.^{iv} Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help a principal to target areas for professional development. A sample *Principal Self-Evaluation Form* is provided in Part III.

Principals should conduct a self-evaluation early in the school year and should refer to it throughout the year to see if their strategies for improving performance are effective. Principals are encouraged, but not required, to share their self-evaluations with their supervisors.

Informal Observation/School Site Visits

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

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

Evaluators may consider conducting at least one informal observation/site visit with a minimum duration of one hour prior to February 1.

Document Log

The document log is an organized collection of work that demonstrates the educator's skills, talents, and accomplishments for the evaluation cycle. It is similar in many ways to a portfolio, yet is typically more concise, containing a more confined collection of specific artifacts. Documentation provides evaluators with information related to specific standards and provides principals with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a principal's effort

to demonstrate exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously-identified deficiency.

Artifacts are not created solely for a document log, but are readily reviewed in document log form. They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Principals may choose to submit their material electronically or in hard copy and they may organize the material in any way they see fit. The emphasis should be on the quality of work, not the quantity of materials presented.

A sample *Documentation Cover Sheet* is provided in Part III. Although this sheet is optional, principals should consider using this sheet to help organize documents. The sheet provides examples of the types of material a principal might consider providing to show evidence of proficiency in the seven performance standards. Figure 7 provides examples of some of these materials. These examples will vary based on the school's unique characteristics.

Figure 7: *Examples of Items in a Document Log*

Standard 1 – Instructional Leadership

- School improvement plan
- Strategic plan
- Vision/mission/core belief statements
- Staff evaluation grid
- Leadership/school improvement team agendas
- Building administrator responsibility chart
- Professional goals
- Master schedule
- Student progress monitoring data
- Schedules for students in the alternative education program
- Project-specific summaries of a goal
- Compliance with Standards of Accreditation
- Program development
- Staff development plan
- List of school committees and members

Standard 2 – School Climate

- Monthly discipline report
- Teacher of the Year recommendation
- Annual report of discipline, crime, and violence
- Teacher/staff appreciation activities
- Summary of surveys of staff
- Student recognition; student groups/clubs

Standard 3 – Human Resources Management

- Staff evaluation schedule including observation schedule
- Evidence of teachers and staff serving as leaders in the school, school division, and school community
- Monthly discipline report by teacher
- Teacher licensure renewal schedule
- Staff evaluations
- Staff recognition program outline
- Performance Improvement Plans
- Mentorship program outline

Standard 4 – Organizational Management

- Building schedules
- Administrator responsibility chart
- Master schedule and course compliance
- Facility use log
- Physical plant and grounds management schedule
- Annual financial audits
- Uncollected debts
- Inventory records
- Career and Technical Education compliance
- Special Education compliance
- Long-range goals
- Short-range goals

Standard 5 – Communication and Community Relations

- Faculty meeting agendas
- Newsletters
- PTA/PAC/PTO agendas
- Optional parent/community survey
- Web site link
- Completion of annual school safety audit
- Safe School's committee agendas and minutes of meetings
- School Health Advisory Board agendas and minutes of meetings
- Media communications
- Presentations to civic/community groups

Standard 6 – Professionalism

- Staff development activity agendas
- Department/grade level meeting documentation
- Summary of staff surveys
- Professional conference attendance
- Professional organization membership

Standard 7 – Student Academic Progress

- Analysis of grades for the marking period
- Documentation of meeting established annual goals (e.g., school improvement plan)
- Student growth percentile data, if available and appropriate
- Data on student achievement from other valid, reliable sources (e.g., pattern of improvement in advanced pass rate on SOL assessments, percent of students taking the SATs, closing the achievement gap between student subgroups, etc.)

The document log is an official document that is maintained by the principal. It is the property of the principal and follows the principal when work assignments change. Evaluators may consider reviewing the document log at least once prior to May 1, although they are free to review it more often as needed.

While the preceding paragraphs have referred to the principal providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the principal's performance. This type of evaluator documentation may come from a variety of sources such as those mentioned in the *Informal Observation/School Site Visit* section (informally observing the principal during meetings, watching his or her interactions with others, etc.). This type of documentation should be considered along with the principal's own documentation when making formative and summative assessments. As such, evaluators should write comments related to their own documentation on the optional *Principal Formative Assessment Form* or the *Principal Summative Performance Report* (see Part III), as applicable.

Teacher/Staff Surveys

Surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the principal's performance. One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) -- in other words, to provide feedback directly to the principal for professional growth and development. Teacher/staff surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Part III contains the *Teacher/Staff Survey*. The survey asks teachers/staff to report on items that they have directly experienced. The survey questions address the first six of the leader performance standards. At the principal's discretion, additional questions may be added to the survey.

Principals may consider administering an annual teacher/staff survey prior to December 15. The principal will retain sole access to the teacher/staff surveys; however, the principal will

provide a summary of the surveys to the evaluator as part of the document log. The *Survey Summary Form* that should be used is located in Part III.

Goal Setting

One approach to linking student academic progress to principal performance involves building the capacity for principals and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student academic progress. *Student Academic Progress Goal Setting* is designed to improve student learning.

In many cases, measures of student performance can be directly documented. A value-added or gain score approach can be summarized using the equation in Figure 8.

Figure 8: *Gain Score Equation*

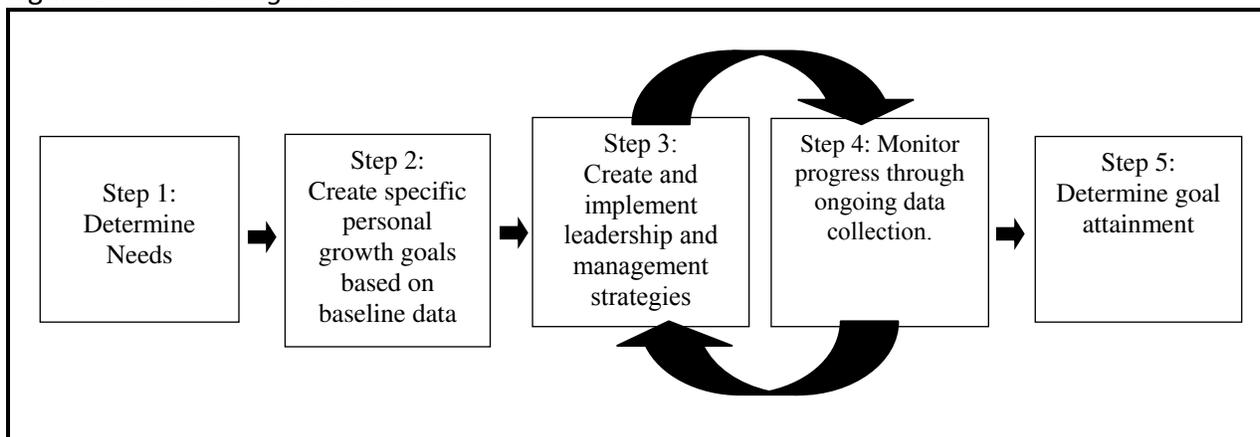
	Student Learning End Result	
	- <u>Student Learning</u>	
<u>Beginning Score</u>		
Score	Student	Gain

Goal Setting Process

Principals are responsible for setting at least two student academic progress goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The principal's and school goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Progress Goal Setting Form* in Part III may be used for developing and assessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, principals can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 9 depicts these steps.

Figure 9: *Goal Setting Process*^v



Examples of Measures of Student Academic Progress

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

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

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Decrease the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening (PALS) benchmarks for being on track to be proficient in reading by grade 3)
- Decrease achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one.
- Increase the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten.
- Increase the percentage of students making at least one year's growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three.
- Increase the percentage of elementary students successfully meeting Curriculum-Based Measurement Benchmarks in English/reading, mathematics, science, and history and social science.
- Decrease the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations.
- Increase the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals.

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

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

Developing Goals

Goals should be developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

Figure 11: *Acronym for Developing Goals*

- | | |
|----------------------|---|
| S pecific: | The goal is focused. |
| M easurable: | An appropriate instrument/measure is selected to assess the goal. |
| A ppropriate: | The goal is within the principal's control to effect change. |

Realistic: The goal is feasible for the principal and/or school.

Time limited: The goal is contained within a single school year.

Submission of the Goal Setting Form

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

Midyear Review of Goal

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

End-of-Year Review of Goal

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

Other Methods for Connecting Student Performance to Principal Evaluation

In addition to student academic progress goals, other measures should be used to connect student performance to principal evaluation. Taken together, these multiple measures of student academic progress will account for 40 percent of a principal's summative evaluation.

Student Growth Percentiles

Student growth percentiles (SGPs) provide student-level progress information for students. SGPs range from 1 to 99, where higher numbers represent higher relative progress and lower numbers represent lower progress, relative to students who have similar SOL test scores in the

past. SGPs describe the percentile for **change in achievement**, not absolute achievement.¹ Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student’s SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earned an SGP of 90 on an SOL reading assessment earned a score that was as high as or higher than 90 percent of the other students statewide who had similar SOL score histories in reading. Only 10 percent of students with similar prior achievement histories earned higher scores. Similarly, a student who earned a student growth percentile of 25 on his/her mathematics SOL test earned a score that was as high or higher than 25 percent of the students statewide who had SOL score histories in mathematics, whereas 75 percent of students with similar SOL score histories earned higher scores.

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

Figure 12: *Recommended Interpretation of Median Growth Percentiles*

Range of median student growth percentile	Interpretation
< 35	The majority of students demonstrated low growth
35 to 65	The majority of students demonstrated moderate or higher growth*
> 65	The majority of students demonstrated high growth

* This recommendation should only be applied after reviewing the distribution of the data. When a group of students has a median SGP between 35 and 65 but most of the students actually fall in the high and low growth categories -- with few showing moderate growth -- there would be a different interpretation that must be reflected in the growth indicator.

Before using the median SGP as 20 percent of a principal’s evaluation, Charlottesville City Schools will determine whether sufficient student growth percentile data are available to apply to the evaluation. Minimum requirements for sufficient data are:

- Data from at least 40 students are available, possibly from multiple years;
- Data from students are representative of students in the school; and
- Data from at least two years are available; three years should be reviewed whenever possible.

¹ For more information, visit http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml.

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

Figure 13: *Guidance for Incorporating Multiple Measures of Student Academic Progress*

Principal	Application of Student Growth Percentiles	Other Measures of Student Growth and Achievement
Elementary School and Middle School	20 percent of the total evaluation based on student growth percentiles*	20 percent of the total evaluation based on other measures of student academic progress. <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.
High School	Not applicable	40 percent of the total evaluation based on measures of student academic progress other than the SGP. <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.

* When there are not sufficient SGPs to be representative of students in the school, it may be appropriate to use student growth percentiles as one component of the student academic progress standard but at less than 20 percent of the full evaluation, incorporating other validated quantitative measures of growth.

RATING PRINCIPAL PERFORMANCE

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

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *exemplary* to *unacceptable*. The use of the scale enables evaluators to acknowledge effective performance (i.e., *exemplary* and *proficient*) and provides two levels of feedback for principals not meeting expectations (i.e., *developing/needs improvement* and *unacceptable*). The definitions in Figure 14 offer general descriptions of the ratings. *Note:* Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. Principals are expected to perform at the *proficient* level.

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

Cat.	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance over the evaluation cycle • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Proficient	The principal meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress.	Effective performance: <ul style="list-style-type: none"> • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal's performance is lacking in a particular area (i.e., needs improvement). The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and evaluator

Cat.	Description	Definition
Unacceptable	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Ineffective performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

Interim Evaluation

Principals in their first three years within the school division will receive an interim evaluation to provide systematic feedback prior to the completion of a summative evaluation. Using the multiple data sources discussed previously, the evaluator will complete the *Principal Interim/Annual Performance Report* (see Part III) to indicate if a principal has shown evidence of each of the performance standards. This form does not include an actual rating of performance. The evaluator should share the results of her or his assessment with the principal early in the second semester.

Summative Evaluation

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

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

Cumulative Summative Rating

Performance standards 1-6 will each be worth 10 percent of the evaluation, with Standard 7 accounting for 40 percent of the evaluation. Scores will be calculated using the following scale:

Exemplary = 4

Proficient = 3

Developing/Needs Improvement = 2

Unacceptable = 1

Figure 15 shows an example of how a cumulative summative rating will be calculated.

Figure 15: *Example of Weighted Calculations*

Principal Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	<i>Exemplary</i>	4	1	4
Standard 2	<i>Proficient</i>	3	1	3
Standard 3	<i>Proficient</i>	3	1	3
Standard 4	<i>Proficient</i>	3	1	3
Standard 5	<i>Proficient</i>	3	1	3
Standard 6	<i>Exemplary</i>	4	1	4
Standard 7	<i>Exemplary</i>	4	4	16
Cumulative Summative Rating				36

The overall summative rating will be judged as *exemplary*, *proficient*, *developing/needs improvement*, or *unacceptable* using the following range of scores:

- Unacceptable = 10 – 19
- Developing/Needs Improvement = 20 – 25
- Proficient = 26 – 34
- Exemplary = 35 – 40

Note: Regardless of the overall total points earned, a principal who receives three or more *developing/needs improvement* ratings on individual performance standards will receive an overall rating of *developing/needs improvement* or *unacceptable*. Similarly, a principal who receives one *unacceptable* rating on a performance standard may receive an overall *unacceptable* rating.

Frequency of Summative Evaluation

All principals will be evaluated summatively as prescribed by Charlottesville City Schools’ division policy. Summative evaluations are to be completed during the last week of school prior to June 5. Figure 16 details the Charlottesville City Schools evaluation schedules for all components of the evaluation system.

If non-renewal of a principal is anticipated, the summative evaluation ideally will occur far in advance of the end of the school year. The principal should have an opportunity to complete all of the *Performance Improvement Plan* activities.

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

Figure 16: *Evaluation Schedule for Charlottesville City Schools*

Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	Principal
Early in the school year	Principals conduct self-evaluation	<i>Principal Self-Evaluation Form</i>		<input type="checkbox"/>
Early in the school year	Principals submit goal setting form	<i>Student Academic Progress Goal Setting Form</i>		<input type="checkbox"/>
By December 15	Principals conduct teacher/staff survey	<i>Teacher/Staff Survey Survey Summary Form</i>		<input type="checkbox"/>
By February 1	Evaluators conduct informal observation/site visit	<i>Informal Observation/Site Visit Form</i>	<input type="checkbox"/>	
At beginning of second semester	Evaluators/principals conduct midyear review of goal	<i>Student Academic Progress Goal Setting Form</i>	<input type="checkbox"/>	<input type="checkbox"/>
Early in second semester	Evaluators complete/share results of interim evaluation with new principals	<i>Principal Interim Performance Review</i>	<input type="checkbox"/>	
By May 1	Evaluators review Document Log	<i>Document Log</i>	<input type="checkbox"/>	<input type="checkbox"/>
By last week of school or by June 5	Evaluators complete summative evaluation of all principals	<i>Principal Summative Performance Report</i>	<input type="checkbox"/>	

*Dates provided are meant as an example schedule for Charlottesville City Schools and are not prescribed by the VDOE.

Documentation Records

Documentation records are maintained by both the principal and the evaluator for the entire evaluation period. If the principal transfers among schools within the Charlottesville City Schools Division, the documentation may be forwarded to the receiving school’s site administrator. At the end of an evaluation cycle, the evaluator should retain copies of the *Informal Observation/Site Visit Form*, *Documentation Cover Sheet* (if used), *Student Academic Progress Goal Setting Form*, *Principal Interim Performance Report* (as applicable), *Principal Summative Performance Report*, and *Performance Improvement Plan* (if needed).

IMPROVING PROFESSIONAL PERFORMANCE

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

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a division-level discussion between the evaluator and the principal. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a principal of performance that *requires* improvement due to less-than-proficient performance. The tools may be used independently of each other. Figure 17 highlights key differences between the two processes.

Figure 17: *Tools to Increase Professional Performance*

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

Support Dialogue

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

During the initial conference, both parties share what each will do to support the principal's growth and decide when to meet again. To facilitate the improvements, they may choose to complete the optional *Support Dialogue Form* in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes. Sample prompts are provided in Figure 18.

Figure 18: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?

How have you tried to address the concern of _____ (tell specific concern)?

What support do you need in order to address your concerns?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?

What has not gone as well?

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

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

Performance Improvement Plan

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

- a principal receives two or more *not evident* markings at the interim review;
- a rating of *developing/needs improvement* on two or more performance standards; or

- a rating of *unacceptable* on one or more performance standards or an overall rating of *unacceptable*.

Implementation of Performance Improvement Plan

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

- a) provide written notification to the principal of the area(s) of concern that need(s) to be addressed;
- b) formulate a *Performance Improvement Plan* in conjunction with the principal; and
- c) review the results of the *Performance Improvement Plan* with the principal within established timelines.

Assistance may include:

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

Resolution of Performance Improvement Plan

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

- a) Sufficient improvement has been achieved; the principal is no longer on a *Performance Improvement Plan* and is rated *proficient*.
- b) Partial improvement has been achieved but more improvement is needed; the principal remains on a *Performance Improvement Plan* and is rated *developing/needs improvement*.
- c) Little or no improvement has been achieved; the principal is rated *unacceptable*.

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

Request for Review of an Unacceptable Rating

The principal may request a review of the evidence in relation to an *unacceptable* rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with Charlottesville City School's policies and procedures.

PART II: PERFORMANCE STANDARDS

Principals are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Instructional Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.</p>	<p>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>	<p>The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>	<p>The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>

Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

Performance Standard 3: Human Resources Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The principal consistently demonstrates expertise in human resources management, which results in a highly-productive workforce (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.8 Follows state and local policies with regard to finances and school accountability and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

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

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.
- 5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal inconsistently communicates or infrequently collaborates on issues of importance to-stakeholders.	The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.

Performance Standard 6: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- 6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
In addition to meeting the standard, the principal's leadership results in a high level of student academic progress with all populations of learners.	The principal's leadership results in acceptable, measurable, student academic progress based on established standards.	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.

PART III: FORMS

INTRODUCTION

Part III contains copies of forms used during the supervision of principals (Figure 19). The evaluator maintains the forms and provides copies to the principal. At a minimum, the evaluator retains copies of the completed *Informal Observation/Site Visit Form*, *Documentation Cover Sheet* (if used), *Student Academic Progress Goal Setting Form*, *Principal Interim Performance Report* (as applicable), *Principal Summative Performance Report*, and *Performance Improvement Plan* (if needed).

Figure 19: Forms used by Charlottesville City Schools

Form		Documentation Completed by	
		Evaluator	Principal
Self-Evaluation	Principal Self-Evaluation Form		<input type="checkbox"/>
Observation/ Site Visit	Informal Observation/Site Visit Form	<input type="checkbox"/>	
Documentation	Documentation Cover Sheet		<input type="checkbox"/>
Surveys	Teacher/Staff Survey		<input type="checkbox"/>
	Survey Summary Form		<input type="checkbox"/>
Goal Setting	Student Academic Progress Goal Setting Form	<input type="checkbox"/>	<input type="checkbox"/>
Reports	Principal Formative Assessment Form	<input type="checkbox"/>	
	Principal Interim Performance Report	<input type="checkbox"/>	
	Principal Summative Performance Report	<input type="checkbox"/>	
Improvement	Support Dialogue Form (<i>optional</i>)	<input type="checkbox"/>	
	Performance Improvement Plan Form	<input type="checkbox"/>	



Principal Self-Evaluation Form

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

Principal: _____

Date: _____

1. Instructional Leadership

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

Areas of strength:

Areas needing work/strategies for improving performance:

2. School Climate

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

Areas of strength:

Areas needing work/strategies for improving performance:

3. Human Resources Management

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

Areas of strength:

Areas needing work/strategies for improving performance:



4. Organizational Management

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

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations

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

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

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

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:



Informal Observation/Site Visit Form

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

Principal: _____ **Date:** _____

Evaluator: _____

1. Instructional Leadership

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

Suggested Guiding Questions/Prompts:

- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Comments:

Performance Standard 2: School Climate

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

Suggested Guiding Questions/Prompts:

- *Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.*

- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

Comments:

Performance Standard 3: Human Resources Management

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

Suggested Guiding Questions/Prompts:

- *Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

Comments:

Performance Standard 4: Organizational Management

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

Suggested Guiding Questions/Prompts:

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Comments:

Performance Standard 5: Communication and Community Relations

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

Suggested Guiding Questions/Prompts:

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Comments:**Performance Standard 6: Professionalism**

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

Suggested Guiding Questions/Prompts:

- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

Comments:

Performance Standard 7: Student Academic Progress

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

Suggested Guiding Questions/Prompts:

- *What is the goal setting process in your school for student academic achievement?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *Please explain how interventions are designed and implemented to support student learning.*
- *What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?*
- *How do you empower teachers to be truly engaged in improving student success?*

Comments:

Evaluator's Signature

Date



Documentation Cover Sheet

Directions: The principal should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the principal's practice and process for the evaluator.

Principal: _____

School: _____ **School Year:** _____

Standard	Examples of Documentation	Documentation Included
<p>1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</i></p>	<ul style="list-style-type: none"> • School improvement plan • Strategic plan • Vision/mission/core belief statements • Staff evaluation grid • Leadership/school improvement team agendas • Building administrator responsibility chart • Professional goals • Master schedule • Student progress monitoring data • Schedules for students in the alternative education program • Project-specific summaries of a goal • Compliance with Standards of Accreditation • Program development • Staff development plan • List of school committees and members 	
<p>2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i></p>	<ul style="list-style-type: none"> • Monthly discipline report • Teacher of the Year recommendation • Annual report of discipline, crime, and violence • Teacher/staff appreciation activities • Summary of surveys of staff • Student recognition; student groups/clubs 	
<p>3. Human Resources Management <i>The principal fosters effective human</i></p>	<ul style="list-style-type: none"> • Staff evaluation schedule including observation schedule • Evidence of teachers and staff serving as <u>leaders</u> in the school, school division, and school community 	

Standard	Examples of Documentation	Documentation Included
<i>resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.</i>	<ul style="list-style-type: none"> • Monthly discipline report by teacher • Teacher licensure renewal schedule • Staff evaluations • Staff recognition program outline • Performance Improvement Plans • Mentorship program outline 	
<p>4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i></p>	<ul style="list-style-type: none"> • Building schedules • Administrator responsibility chart • Master schedule and course compliance • Facility use log • Physical plant and grounds management schedule • Annual financial audits • Uncollected debts • Inventory records • Career and Technical Education compliance • Special Education compliance • Long-range goals • Short-range goals 	
<p>5. Communication and Community Relations <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i></p>	<ul style="list-style-type: none"> • Faculty meeting agendas • Newsletters • PTA/PAC/PTO agendas • Optional parent/community survey • Web site link • Completion of annual school safety audit • Safe School's committee agendas and minutes of meetings • School Health Advisory Board agendas and minutes of meetings • Media communications • Presentations to civic/community groups 	
<p>6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i></p>	<ul style="list-style-type: none"> • Staff development activity agendas • Department/grade level meeting documentation • Summary of staff surveys • Professional conference attendance • Professional organization membership 	
<p>7. Student Academic Progress <i>The principal's leadership results in acceptable, measurable student academic progress based on established standards.</i></p>	<ul style="list-style-type: none"> • Analysis of grades for the marking period • Documentation of meeting established annual goals (e.g., school improvement plan) • Student growth percentile data, if available and appropriate • Data on student achievement from other valid, reliable sources (e.g., pattern of 	

Standard	Examples of Documentation	Documentation Included
	improvement in advanced pass rate on SOL assessments, percent of students taking the SATs, closing achievement gap between student subgroups, etc.)	



Teacher/Staff Survey

Principal's Name: _____ **Date:** _____

Survey Respondent is: Teacher/Instructional Staff Support Staff

Directions: Please respond to each statement fairly to help the principal improve his/her performance. If an area is marked with a D, please provide a written explanation. The principal will tally the results and share them with his/her immediate supervisor.

Key: E – Exceeds expectations of performance M – Meets expectations of performance
 D – Demonstrates unacceptable performance N – No basis for judgment

The principal...	E	M	D	N
1. Is interested in building a quality school which provides quality education.				
2. Maintains open lines of communication with employees.				
3. Visits my classroom or work space.				
4. Makes helpful recommendation to me for improvement of performance.				
5. Carries out the evaluation program as it is outlined.				
6. Uses judgment, creativity, and logical thinking in solving problems.				
7. Initiates change for the good of students and for the running of the school.				
8. Balances curricular and co-curricular assignments/duties.				
9. Procures needed materials and equipment.				
10. Involves teachers appropriately in decision making.				
11. Treats all teachers fairly.				
12. Supports teachers in conferences with students and/or parents to the extent circumstances permit.				
13. Keeps class interruptions to a minimum.				
14. Assists in the supervision of students in the halls and cafeteria.				
15. Seeks teacher recommendations for meaningful in-service programs.				
16. Keeps paperwork to a minimum.				
17. Keeps teachers informed appropriately of communications from the superintendent and other central office personnel.				
18. Gives leadership in the improvement of instruction.				
19. Keeps current on educational research and trends.				
20. Involves teachers in developing the biannual school plan.				
21. Gives constructive criticism to teachers in private.				

22. Builds/maintains desirable morale level among teachers.				
23. Listens to the views of parents and other citizens and implements their recommendations when feasible.				
24. Displays a pleasant disposition.				
25. Earns respect from teachers.				

COMMENTS:

Survey Summary Form

Principal's Name: _____

Date: _____

School: _____

School Year: _____ - _____

Directions: Principals should tabulate and analyze the teacher/staff surveys and provide a summary of the results. This should be included as part of the principal's documentation.

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received? _____%

Teacher/Staff Satisfaction Analysis

4. Describe your survey population(s).
5. List factors that might have influenced the results.
6. Analyze survey responses and answer the following questions:
 - A) What did teachers/staff perceive as your major strengths?
 - B) What did teachers/staff perceive as your major weaknesses?
 - C) How can you use this information for continuous professional growth?



Student Academic Progress Goal Setting Form

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

Principal: _____

School: _____ **School Year:** _____

Evaluator: _____

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)										
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data)										
III. Baseline Data (What does the current data show?)	<input type="checkbox"/> Data attached									
IV. Goal Statement (Describe what you want learners/program to accomplish.)										
V. Means for Attaining Goal (Check the standard to which the strategies relate)										
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> 1. Instructional Leadership</td> <td style="width: 33%;"><input type="checkbox"/> 2. School Climate</td> <td style="width: 33%;"><input type="checkbox"/> 3. Human Resources Management</td> </tr> <tr> <td><input type="checkbox"/> 4. Organizational Management</td> <td><input type="checkbox"/> 5. Communication and Community Relations</td> <td></td> </tr> <tr> <td><input type="checkbox"/> 6. Professionalism</td> <td><input type="checkbox"/> 7. Student Academic Progress</td> <td></td> </tr> </table>		<input type="checkbox"/> 1. Instructional Leadership	<input type="checkbox"/> 2. School Climate	<input type="checkbox"/> 3. Human Resources Management	<input type="checkbox"/> 4. Organizational Management	<input type="checkbox"/> 5. Communication and Community Relations		<input type="checkbox"/> 6. Professionalism	<input type="checkbox"/> 7. Student Academic Progress	
<input type="checkbox"/> 1. Instructional Leadership	<input type="checkbox"/> 2. School Climate	<input type="checkbox"/> 3. Human Resources Management								
<input type="checkbox"/> 4. Organizational Management	<input type="checkbox"/> 5. Communication and Community Relations									
<input type="checkbox"/> 6. Professionalism	<input type="checkbox"/> 7. Student Academic Progress									

<i>Strategy</i>	<i>Measurable By</i>	<i>Target Date</i>
VI. Midyear Review (Describe goal progress and other relevant data)	Mid-year review conducted on _____ Initials _____ Principal Evaluator	
VII. End-of-Year Data Results (Accomplishments at the end of year).	<input type="checkbox"/> Data attached	

Initial Goal Submission (due by _____ to the evaluator)

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

End-of-Year Review

Appropriate Data Received

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

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____



Principal Formative Assessment Form

Directions: Use this form to comment on evidence related to the standards from discussions with the principal, site visitations, student academic progress and achievement data, and documentation provided by the principal. Evaluators may use multiple formative assessment forms, as applicable.

Principal: _____

Date: _____

Evaluator: _____

Performance Standard 1: Instructional Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community.

Comments:

Performance Standard 3: Human Resources Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.8 Follows state and local policies with regard to finances and school accountability and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.
- 5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

Performance Standard 6: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- 6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:**Commendations:****Areas of Growth:**

Evaluator's Signature

Date



Principal Interim/Annual Performance Report

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations/school site visits, document log review, and other appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

Principal: _____

Date: _____

Evaluator: _____

Strengths:

Areas of Improvement:

Principal's Name: _____ Date: _____

Principal's Signature: _____

Evaluator's Name: _____ Date: _____

Evaluator's Signature: _____

Performance Standard 1: Instructional Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

Evident Not Evident

Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community.

Comments:

Evident Not Evident

Performance Standard 3: Human Resources Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

Evident Not Evident

Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.8 Follows state and local policies with regard to finances and school accountability and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

Evident Not Evident

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.
- 5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

Evident Not Evident

Performance Standard 6: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- 6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

Evident Not Evident

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
- 7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
- 7.3 Communicates assessment results to multiple internal and external stakeholders.
- 7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
- 7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
- 7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
- 7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

Evident Not Evident



Principal Summative Performance Report

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

Principal: _____ School Year(s): _____

School: _____

Performance Standard 1: Instructional Leadership

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.</p>	<p>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>	<p>The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>	<p>The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

Performance Standard 2: School Climate

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</p>	<p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p>	<p>The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</p>	<p>The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</p>
<p style="text-align: center;"><input type="checkbox"/></p> <p><i>Comments:</i></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

Performance Standard 3: Human Resources Management

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>The principal consistently demonstrates expertise in human resources management, which results in a highly-productive workforce (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).</p>	<p>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p>	<p>The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</p>	<p>The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</p>
<p style="text-align: center;"><input type="checkbox"/></p> <p><i>Comments:</i></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

Performance Standard 4: Organizational Management

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

Performance Standard 5: Communication and Community Relations

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

Performance Standard 6: Professionalism

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

Performance Standard 7: Student Academic Progress

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
In addition to meeting the standard, the principal's leadership results in a high level of student academic progress with all populations of learners.	The principal's leadership results in acceptable, measurable, student academic progress based on established standards.	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Overall Evaluation Summary (based on Cumulative Summative rating range decided by school division):

Include comments here

- Exemplary
- Proficient
- Developing/Needs Improvement
- Unacceptable
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)

Commendations:

Areas Noted for Improvement:

Principal Improvement Goals:

Evaluator's Name

Principal's Name

Evaluator's Signature

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

Date

Date

Superintendent's Name

Superintendent's Signature

Date



Support Dialogue Form

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

What is the area of targeted support?

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

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

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

Principal's Name: _____

Principal's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____



Performance Improvement Plan Form

(Required for a Principal placed on a Performance Improvement Plan)

Principal: _____ School: _____

Evaluator: _____ School Year: _____

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

The principal's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Principal's Name: _____

Principal's Signature: _____ Date Initiated: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date Initiated: _____

Results of Performance Improvement Plan^a

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

Final recommendation based on outcome of Performance Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The principal is no longer on a *Performance Improvement Plan*.
- The deficiencies were not corrected. The principal is recommended for dismissal.

Principal's Name: _____

Principal's Signature: _____ Date Reviewed: _____

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

Evaluator's Name: _____

Evaluator's Signature: _____ Date Reviewed: _____

^a These sections are to be completed collaboratively by the evaluator and the principal. Pages may be added, if needed.

REFERENCES

- Airasian, P. W. & Gullickson, A. (2006). In J. H. Stronge (Ed.), *Evaluating and teaching* (2nd ed., pp. 186-211). Thousand Oaks, CA: Corwin Press.
- Bamburg, J. D., & Andrews, R. L. (1991). School goals, principals, and achievement. *School Effectiveness and School Improvement, 2*, 175-191.
- Branch, G., Hanushek, E., & Rivkin, S. (2009). *Estimating principal effectiveness*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.
- Brewer, D. J. (1993). Principals and student outcomes: Evidence from U.S. high schools. *Economics of Education Review, 12*(4), 281-292.
- Catano, N., & Stronge, J. H. (2006). What are principals expected to do? Congruence between principal evaluation and performance standards. *NASSP Bulletin, 90*(3), 221-237.
- Cawelti, G. (1999). *Portraits of six benchmark schools: Diverse approach to improving student achievement*. Arlington, VA: Educational Research Service.
- Cheng, Y. C. (1994). Principal's leadership as a critical factor for school performance: Evidence from multi-levels of primary schools. *School Effectiveness and School Improvement, 5*(3), 299-317.
- Cotton, K. (2003). *Principals and Student Achievement: What the Research Says*. Association for Supervision and Curriculum Development.
- Ginsberg, R., & Thompson, T. (1992). Dilemmas and solutions regarding principal evaluation. *Peabody Journal of Education, 68*(1), 58-74.
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration, 42*(3), 333-356.
- Hallinger, P., Brickman, L., & Davis, K. (1996). School context, principal leadership, and student reading achievement. *The Elementary School Journal, 96* (5), 527-549.
- Hallinger, P., & Heck, R. H. (February, 1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*(1), 5-44.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to student achievement*. New York, NY: Routledge.

- Heck, R. H. (2000). Examining the impact of school quality on school outcomes and improvement: A value-added approach. *Educational Administration Quarterly*, 36(4), 513-552.
- Heck, R. H., & Marcoulides, G. A. (1996). School culture and performance: Testing the invariance of an organizational model. *School Effectiveness and School Improvement*, 7(1), 76-95.
- Joint Committee on Standards for Educational Evaluation (A. R. Gullickson, Chair). (2009). *The personnel evaluation standards: How to assess systems of evaluating educators*. Newbury Park, CA: Sage.
- Kyrtheotis, A., & Pashiardis, P. (1998). The influence of school leadership styles and culture on students' achievement in Cyprus primary schools.
- Leithwood, K., & Jantzi, D. (2000). Principal and teacher leadership effects: A replication. *School Leadership and Management*, 20, 415-434.
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly*, 44, 1-34.
- Leitner, D. (1994). Do principals affect student outcomes? *School Effectiveness and School Improvement*, 5(3), 219-238.
- Marcoux, J., Brown, G., Irby, B. J., & Lara-Alecio, R. (2003). *A case study on the use of portfolios in principal evaluation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 21-25.
- Mendro, R. L. (1998). Student achievement and school and teacher accountability. *Journal of Personnel Evaluation in Education*, 12, 257-267.
- Pounder, D. G., Ogawa, R. T., & Adams, E. A. (1995). Leadership as an organization-wide phenomena: Its impact on school performance. *Educational Administration Quarterly*, 31, 564-588
- Reeves, D. B. (2005). *Assessing educational leaders: Evaluating performance for improved individual and organizational results*. Thousand Oaks, CA: Corwin.
- Ross, J., & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effect of collective teacher efficacy. *School Effectiveness and School Improvement*, 17(2), 179-199.

- Silins, H., & Mulford, B. (2002). Leadership and school results. In K. Leithwood (Ed.), *The second international handbook of educational leadership and administration* (pp. 561-612). Norwell, MA: Kluwer Academic.
- Snyder, J. & Ebmeier, H. (1990). Empirical linkages among principal behaviors and intermediate outcomes: Implications for principal evaluation. *Peabody Journal of Education*, 68(1), 75-107.
- Stronge, J. H. (Ed.). (2006). *Evaluating teaching: A guide to current thinking and best practice* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.
- Stronge, J. H., Richard, H. B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stronge, J. H., Ward, T. J., Tucker, P. D., & Grant, L. W. (in press). Teacher quality and student learning: What do good teachers do? *Teacher Education Journal*.
- Stufflebeam, D., & Nevo, D. (1991). Principal evaluation: New direction for improvement. *Peabody Journal of Education*, 68(2), 24-46.
- Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). *Handbook on teacher portfolios for evaluation and professional development*. Larchmont, NY: Eye on Education.
- Virginia Department of Education. (2008). *Advancing Virginia's Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*. Richmond, VA: Author.
- Waters, J.T., Marzano, R.J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement: A working paper*. Aurora, CO: Mid-continent Research for Education and Learning (McREL).
- Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. Retrieved from www.widgeteffect.org
- Witziers, B., Bosker, R. J., & Krüger, M. L. (2003). Educational leadership and student achievement: The elusive search for an association. *Educational Administration Quarterly*, 39(3), 398-425.

ENDNOTES

ⁱ Catano, N., & Stronge, J. H. (2006); Stufflebeam, D., & Nevo, D. (1991).

ⁱⁱ Joint Committee on Standards for Educational Evaluation. (2009); Marcoux, J., Brown, G., Irby, B. J., & Lara-Alecio, R. (2003); Snyder, J. & Ebmeier, H. (1990).

ⁱⁱⁱ Airason, P. W. & Gullickson, A. (2006).

^{iv} Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

^v Stronge, J. H. & Grant, L. H. (2008).