Norfolk Public Schools

The cornerstone of a proudly diverse community

# Principal and Assistant Principal Performance Evaluation System

## THE DEPARTMENT OF HUMAN RESOURCES

Revised January 29, 2025

# Table of Contents


Part I: Introduction ..... 5

Why Quality Evaluation is Important ..... 5

Importance of Recognizing Principal Effectiveness ..... 5

Purposes of Evaluation ..... 6

Purposes of this Document ..... 7

Part II: Uniform Performance Standards for Principals ..... 8

Defining Principal Performance Standards ..... 8

Performance Standards ..... 8

Performance Indicators ..... 9

Part III: Documenting Principal Performance ..... 16

Self Evaluation ..... 16

Informal Observations/School Site Visits ..... 17

Documentation Evidence ..... 17

Teacher/Staff Surveys ..... 17

Portfolios and Document Logs ..... 18

Portfolios ..... 18

Part IV: Connecting Principal Performance to Student Academic Progress ..... 19

Virginia Law ..... 19

Methods for Connecting Student Performance to Principal Evaluation ..... 19

Goal Setting ..... 20

Examples of Measures of Student Academic Progress ..... 21

Part V: Rating Principal Performance ..... 23

Interim Evaluation ..... 23

Summative Evaluation ..... 23
Definitions of Ratings ..... 24
Performance Rubrics ..... 25
Performance Rubrics for Performance Standards ..... 25
Performance Rubrics and Summative Evaluation ..... 38
Part VI: Improving Principal Performance ..... 39
Support Dialogue ..... 40
Plan for Growth and Performance Improvement Plan ..... 41
Part VII: Principal Evaluation Timelines and Deadlines ..... 43
Principal Evaluation Schedule ..... 43
Assistant Principal Evaluation Schedule ..... 44
Part VIII: Sample Forms ..... 45
Informal Observation/School Site Visit Form ..... 45
Teacher/Staff Survey ..... 49
Survey Summary Form ..... 51
Documentation Evidence Sheet ..... 52
Professional Development Log ..... 54
Principal Self-Evaluation Form ..... 55
Goal Setting for Student Academic Progress Form ..... 57
Principal Interim/Annual Performance Report ..... 59
Principal Summative Performance Report ..... 61
Support Dialogue Form ..... 70
Performance Improvement Plan ..... 71

The contents of this *Norfolk Public Schools Teacher Performance Evaluation System* Handbook have been adapted from the Virginia Department of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. In the VDOE's *Guidelines*, they note, "*Portions of these teacher evaluation materials were adapted from teacher evaluation handbooks, research, and publications developed and copyrighted [2010] by James H. Stronge. James H. Stronge hereby grants permission for noncommercial use to the Virginia Department of Education, Virginia school divisions, and other Virginia educational organizations to modify, create derivatives, reproduce, publish, or otherwise use these materials exclusively in Virginia. Permission is not granted for its use outside of the Commonwealth of Virginia.*"

# Part I: Introduction

## Why Quality Evaluation is Important

Principal evaluation matters because principals matter. Simply put, high-quality schools are characterized by high-quality principals. Research consistently has revealed that school leadership has an important impact on student achievement gains or progress over years, and among school factors, is second only to that of teacher quality. In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effects on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy.

Evaluation systems must be of high quality if we are to discern whether our principals are of high quality. The role of a principal requires a performance evaluation system that acknowledges the depth and complexities of the job. Principals have a challenging task in meeting the needs of an educationally diverse student population, and good evaluation is necessary to provide principals with the support, recognition, and guidance they need to sustain and improve their efforts.

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

- as a benchmarking and assessing tool to document the effectiveness of principals for annual reviews and compensation;
- as a targeting tool to help principals focus on performance domains and behaviors that are associated with student learning;
- as a tool of continuous learning and development to provide both formative and summative feedback to principals, identify areas in need of improvement, and enable principals to make informed individualized decisions regarding professional development in order to bridge the gap between current practices and desired performance; and
- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger schoolwide improvement.

The evaluation process should be a tool to identify and promote strengths.

## Importance of Recognizing Principal Effectiveness

Characterizing principal effectiveness is important because there is a substantial relationship between the quality of the principal and student achievement. Principal leadership plays an important role in coordinating curriculum, improving instructional programs, staffing instructional programs, supervising and evaluating teaching, monitoring student learning, and buffering staff from interruptions to their work. As noted earlier in this document, school leadership is the

second most influential school-level factor on student achievement, falling only behind teacher quality. Research has shown over the years that the effectiveness of a principal can add a significant boost to student performance and may account for up to 15 percent of the overall school effect on student achievement. A meta-analysis of research covering 30 years on the effects of principal leadership practices on student achievement conducted by Waters, Marzano, and McNulty revealed that the effectiveness of a school's leadership is significantly associated with increased student academic performance. For instance, several leader behaviors related to school vision, including establishing clear goals and fostering shared beliefs, were associated with student learning. They found the average effect size between leadership and student achievement to be 0.25. That means a one standard deviation improvement in leadership effectiveness can translate into an increase of about ten percentile points in student achievement on a standardized, norm-referenced test. More recently a pair of studies conducted by Dhuey & Smith in both the United States and Canada found that improving the effectiveness of the principal by one standard deviation would result in student gains of five percentile points and 11 percentile points in reading and seven percentile points and 16 percentile points in math, respectively. In summary, it is important to recognize that effective principals influence student learning, either directly or indirectly. It also is important to understand the ways and means by which principals influence their schools' educational programs, family engagement, and community partnerships. Therefore, a rigorous principal evaluation system should be able to discriminate the performance of principals and provide informative feedback for improvement and recognition of strengths.

## Purposes of Evaluation

The primary purposes of a quality principal evaluation system are to:

- optimize student learning and growth;
- contribute to the 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
- implement a performance evaluation system that promotes collaboration between the principal and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.

A high quality 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.

## Purposes of this Document

This document was developed specifically for use with school principals and assistant principals. For the purpose of this document, the term principal will be used to reference both principals and assistant principals. The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems.

The *Code of Virginia* requires (1) that principal evaluations be consistent with the **performance standards** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* and (2) that school boards' procedures for evaluating principals and assistant principals address student academic progress.

The *Code of Virginia* requires (1) that principal evaluations be consistent with the **performance standards** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* and (2) that school boards' procedures for evaluating principals and assistant principals address student academic progress.

Section 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership of the *Code of Virginia* states, in part, the following:

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance standards included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

Section 22.1-294. ~~(~~Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position~~)~~ states, in part, the following:

B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** [emphasis added] and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293….

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* set forth eight performance standards for all Virginia principals. Pursuant to state law, principal evaluations must be consistent with the performance standards (objectives) included in this document.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* originally approved on February 23, 2012, and subsequently revised on July 23, 2015 and January 10, 2020, provide school divisions with a model evaluation system, including sample forms and templates that may be implemented

"as is" or used to refine existing local principal evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

The *Code of Virginia* requires that school boards' procedures for evaluating principals must:

- be consistent with the performance standards set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals;*
- include student academic progress as a significant component; and
- include an overall summative rating.

# Part II: Uniform Performance Standards for Principals

The uniform performance standards for principals are used to collect and present data to document performance that is based on well-defined job expectations. They 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.

## Defining Principal Performance Standards

Clearly defined professional responsibilities constitute the foundation of the principal performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and evaluators (i.e., superintendent, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered system consisting of eight performance standards and multiple performance indicators affiliated with each performance standard to define the expectations for principal performance. Principals will be rated on the performance standards using performance rubrics.

## Performance Standards

Performance standards define the criteria expected when principals perform their major duties. For all principals, there are eight performance standards.

| |
|---|
| **Instructional Leadership**<br>*The principal drives 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.* |
| **School Climate**<br>*The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.* |
| **Human Resources Management**<br>*The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.* |
| **Organizational Management**<br>*The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.* |
| **Communication and Community Relations**<br>*The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.* |
| **Culturally Responsive and Equitable School Leadership**<br>*The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.* |
| **Professionalism**<br>*The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.* |
| **Student Academic Progress**<br>*The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.* |

## 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.

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. Sample performance indicators for each of the performance standards follow on the following pages.

**Performance Standard 1: Instructional Leadership**

*The principal drives 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:*

1.1 Leads the collaborative development and implementation of a compelling shared vision for educational improvement and works collaboratively with students, parents/caregivers, staff, 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 rigorous and relevant teaching and student academic progress and that lead to school improvement.

1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.

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

1.5 Acquires and shares knowledge of research-based instructional best practices in the classroom.

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

1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

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

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

1.10 Provides the expectation and focus for continuous learning of all members of the school community.

1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.

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

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

**Performance Standard 2: School Climate**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders.
2.3 Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.
2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.
2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.
2.6 Identifies and addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner.
2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
2.9 Develops and/or implements best practices in schoolwide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders.
2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders.
2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student.
2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

**Performance Standard 3: Human Resources Management**

*The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

3.1 Actively leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.
3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
3.3 Provides a development process for all new and targeted instructional personnel and cultivates leadership potential through personal mentoring and coaching.
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 improve student learning and to grow professionally.

**Performance Standard 4: Organizational Management**

*The principal cultivates 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:*

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, 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 of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.
4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures.
4.5 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and appropriate manner.
4.6 Develops short- and long-term goals to improve organizational and operational efficiency and impact.
4.7 Reviews fiscal records regularly to ensure accountability for all funds.
4.8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.
4.9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
4.10 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.

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

5.1 Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision-making process and communication when appropriate.
5.2 Collaborates with stakeholders to develop and communicate long- and short-term goals and the school improvement plan.
5.3 Disseminates information to students, parents/caregivers, staff, and other stakeholders in a timely manner through multiple channels and sources.
5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.

5.5 Maintains visibility and accessibility to students, parents/caregivers, staff, and other stakeholders.
5.6 Speaks and writes consistently in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders.
5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.
5.8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.
5.9 Collaborates and networks with colleagues and stakeholders to capitalize on the resources and expertise available in the local community.
5.10 Advocates for students and acts intentionally to influence family, school, and division decisions affecting student learning.
5.11 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Performance Standard 6: Culturally Responsive and Equitable School Leadership**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

6.1 Collects, interprets, and communicates student group disaggregated assessment, engagement, behavioral, and attendance data to identify and understand how and why inequities exist and implements procedures and strategies to address inequity.
6.2 Works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop and implement a school improvement plan based on shared school mission, vision, and values that embed equity and culturally responsive teaching and learning.
6.3 Implements culturally responsive and equitable approaches to school discipline and fosters a school environment of inclusion by building organizational capacity to establish and maintain a safe and affirming school environment for all students.
6.4 Provides leadership for culturally relevant and responsive curriculum, instructional practices, and assessments to support the achievement of all students.
6.5 Advocates for and supports equity and access to educational programs and learning opportunities to meet the learning needs of all students.
6.6 Recruits, develops, and retains effective, culturally responsive staff in accordance with the mission, vision, and articulated values of the school.
6.7 Provides evidence-based and targeted professional learning and coaching to support culturally responsive teaching and reflective practices among teachers and staff.
6.8 Facilitates and engages in dialogue with teachers and staff to promote an equity-centered, inclusive school environment that fosters a sense of belonging for all students.
6.9 Builds positive relationships with students, parents/caregivers, staff, and other stakeholders that use multimodal methods of communication inclusive of the language, dialect, cultural, and social needs of all students and their families.

**Performance Standard 7: Professionalism**

*The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

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

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

7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

7.4 Models professional behavior and is culturally responsive to students, parents/ caregivers, staff, and other stakeholders.

7.5 Maintains confidentiality.

7.6 Maintains a positive, forthright, and respectful attitude.

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

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

7.9 Engages in personal professional development that positively impacts school effectiveness.

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

**Performance Standard 8: Student Academic Progress**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

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

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

8.3 Communicates assessment results to multiple internal and external stakeholders.

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

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

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

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

| | |
|---|---|
| 8.8 | Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines. |
| 8.9 | Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks. |
| 8.10 | Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes. |

**Note:** Performance Standard 8: If a principal effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 8: Student Academic Progress – would be positive. The Virginia principal evaluation system includes the documentation of student growth as indicated within Standard 8 and recommends that the evidence of progress be reviewed and considered throughout the year. Trend analysis should be used where applicable.

## Part III: Documenting Principal 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.

| 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. |
| Documentation Evidence | Documentation evidence includes items generated by principals as evidence of meeting the eight 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. |

**Note:** All recommended data sources may not always be necessary in a principal evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs.

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.

### Self Evaluation

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

## Informal Observations/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 an opportunity to explain the successes and trials the school community has experienced in relation to school changes. The site visit also provides an opportunity for the evaluator to offer feedback. Following the site visit, evaluators should provide timely and written feedback to the principal.

## Documentation Evidence

Artifacts of a principal's performance can serve as a valuable and insightful data source for documenting the work that principals actually do, how they support student growth, and how they contribute to their own professional growth and development.

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

Artifacts should be authentic and not created solely as documentation evidence. 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 organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented. One to three quality artifacts per standard are recommended.

## 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. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals. One of the benefits of using surveys is that the collected information may

help the principal set goals for continuous improvement (i.e., for formative evaluation) − in other words, to provide feedback directly to the principal for professional growth and development.

Principals may administer annual teacher/staff surveys according to school division guidelines during a specified time period (for example, the second nine weeks). The principal will retain sole access to the teacher/staff surveys; however, the principal may provide a summary of the surveys to the evaluator as part of the documentation evidence.

The survey asks teachers/staff to report on items that they have directly experienced. The survey questions address the first seven performance standards. At the principal's discretion, additional questions may be added to the survey.

## Portfolios and Document Logs

School divisions should consider a version of a portfolio or document log to best fit their needs. Artifacts of a principal's performance can serve as a valuable and insightful data source for documenting the work that principals actually do. These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the principals' own documentation of their work by various names, but the purpose is essentially the same – to provide evidence of leadership excellence.

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 document 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 portfolio or document log, but are readily reviewed in portfolio/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. Within that binder or folder, principals may organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented.

### Portfolios

The professional portfolio is an organized collection of work that demonstrates the educator's skills, talents, and accomplishments for the evaluation cycle. It contains a broader, more comprehensive collection of material than does a document log, and the selection of material to be included is often at the discretion of the principal. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting performance standards and is therefore an important part of the evaluation process. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry. The portfolio is an official document that is maintained by the principal and reviewed periodically by the evaluator. It is the property of the principal and follows the principal when work assignments change. The division should provide the guidelines for the portfolio and may provide the physical notebook, cover, and dividers if it is to be submitted in hard copy.

# Part IV: Connecting Principal Performance to Student Academic Progress

School leadership is the second most influential school-level factor on student achievement behind teacher quality. Research has shown the effectiveness of a principal can add an important and significant boost to student performance and accounts for 15 percent of the overall school effect on student achievement. Whereas a teacher's impact is generally direct, a school leader's impact on student achievement is primarily indirect by promoting of a vision and goals, influencing school conditions, affecting teacher quality and placement, driving instructional quality, and ensuring teachers have the resources available and processes in place to be successful. Principals are charged with supporting and accurately evaluating teachers, and in many cases, are directly responsible for selecting and retaining them. Therefore, an effective principal is an essential element in a successful school. And, in the converse, research has shown that ineffective principals can have a negative effect on teacher and student performance. Using measures of student academic progress to inform principal evaluation only makes sense because of the overarching influence that principals have on school success an student learning. Simply put, schools do not rise above the quality of their principals.

## Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Section 22.1-294 of the *Code of Virginia* (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

> B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; **student academic progress** [emphasis added] and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

## Methods for Connecting Student Performance to Principal Evaluation

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards. There are three key points to consider in this model:

1. Student learning should be determined by multiple measures of student academic progress.

2. For elementary and middle school principals:
    a. Progress (value) table data as provided from the Virginia Department of Education may be used when the data are available and can be used appropriately.
    b. *Student Academic Progress Goals* with evidence that the alternative measure is valid may be used. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

3. For high school principals: The principal evaluation should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

| Principal | Application of Progress Table Data | Other Academic Progress Measures |
|---|---|---|
| Elementary School and Middle School | Progress table data* | Measures of student academic progress.<br>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.<br>• 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 | Measures of student academic progress other than the progress table data.<br>• 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.<br>• Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible. |

## Goal Setting

Effective principals place focus on school goals, including student achievement, by supporting, encouraging, and influencing others to accomplish the school's goals and objectives. To accomplish this, effective principals seek professional development on data analysis in order to monitor, compare, and evaluate data trends 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 by comparing the Student Learning Beginning Score with the End Result.

*Gain Score Equation*

**Student Learning End Result**
- **Student Learning Beginning Score**
**Student Gain Score**

## Examples of Measures of Student Academic Progress

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

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

- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase in the percent of students taking the SATs
- Increase in the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase in the number/percent of students involved in one or more extracurricular activities

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

# Part V: 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.

## Interim Evaluation

An interim or annual review, especially for beginning principals, provides systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a *Principal Interim/Annual Performance Report* that indicates if a principal has shown evidence of each of the performance standards. The evaluator should share his or her assessment of the principal's performance by a given date (for example, the last school day before winter break). *Please note that the Principal Interim/Annual Performance Report is used to document evidence of meeting the eight standards but does not include a rating of performance.*

## Summative Evaluation

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

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed.

## Definitions of Ratings

Ratings are applied to the eight performance standards and as an overall summative rating, not to performance indicators.

| Category | Description | Definition |
|---|---|---|
| Highly Effective | The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and is done in a manner that exemplifies the school's mission and goals. | Highly effective performance:<br>• sustains high performance over a period of time<br>• empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate<br>• serves as a role model to others |
| Effective | The principal consistently meets the performance standard in a manner that is aligned with the school's mission and goals. | Effective performance:<br>• meets the requirements contained in the performance standard<br>• engages teachers and exhibits behaviors that have a positive impact on student learning and the school climate<br>• demonstrates a willingness to learn and apply new skills |
| Approaching Effective | The principal's performance is inconsistent in meeting the established performance standard and/or working toward the school's mission and goals. The principal may be-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). | Approaching effective performance:<br>• requires support in meeting the performance standard<br>• results in less than expected quality of student performance<br>• leads to areas for principal improvement being jointly identified and planned between the principal and evaluator |
| Ineffective | The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals. | Ineffective performance:<br>• does not meet the requirements contained in the performance standard<br>• results in minimal student learning<br>• may contribute to the employee not being recommended for continued employment |

## Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of principals and provides a general description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as illustrated with arrows between the two levels). Each level is intended to be qualitatively superior to all lower levels. Principals who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. ***The rating of "Effective" is the expected level of performance and is written as the actual performance standard.***

## Performance Rubrics for Performance Standards

Principals are evaluated on the performance standards using the following performance appraisal rubrics:

**Performance Standard 1: Instructional Leadership**

*The principal drives 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 implementation of a compelling shared vision for educational improvement and works collaboratively with students, parents/caregivers, staff, 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 rigorous and relevant teaching and student academic progress and that lead to school improvement.

1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.

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

1.5 Acquires and shares knowledge of research-based instructional best practices in the classroom.

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

1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

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

**Performance Standard 1: Instructional Leadership**

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

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

1.10 Provides the expectation and focus for continuous learning of all members of the school community.

1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.

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

1.13 Evaluates the impact professional development has on the staff, instructional practices, school improvement, and student academic progress.1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

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

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

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

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

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

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The principal actively and consistently employs innovative and impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. | The principal drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement. | The principal is inconsistent in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement. | The principal fails to drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement. |

**Performance Standard 2: School Climate**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders.

2.3 Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.

2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.

2.6 Identifies and addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner.

2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders.

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student.

2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The principal seeks out new opportunities or substantially | The principal fosters the success of all students by developing, advocating, | The principal is inconsistent in fostering the success of all students | The principal fails to foster the success of all students by developing, |

| | | | |
|---|---|---|---|
| improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evidenced through results. | nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders. | by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders. | advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders. |

**Performance Standard 3: Human Resources Leadership**

*The principal provides human resources leadership by selecting, inducting, 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 leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

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

3.3 Provides a development process for all new and targeted instructional personnel and cultivates leadership potential through personal mentoring and coaching.

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 improve student learning and to grow professionally.

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The principal consistently demonstrates expertise in impactful human resources leadership, which results in a highly- productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders). | The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel. | The principal is inconsistent in providing human resources leadership by selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel. | The principal fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel. |

**Performance Standard 4: Organizational Management**

*The principal cultivates 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, 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 of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures.

4.5 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and appropriate manner.

4.6 Develops short- and long-term goals to improve organizational and operational efficiency and impact.

4.7 Reviews fiscal records regularly to ensure accountability for all funds.

4.8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.10 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.

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The principal is exemplary at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. | The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | The principal is inconsistent in cultivating the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources. | The principal fails to cultivate the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources. |

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

5.1 Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision-making process and communication when appropriate.

5.2 Collaborates with stakeholders to develop and communicate long- and short-term goals and the school improvement plan.

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

5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.

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

5.6 Speaks and writes consistently in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders.

5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.

5.8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.9 Collaborates and networks with colleagues and stakeholders to capitalize on the resources and expertise available in the local community.

5.10 Advocates for students and acts intentionally to influence family, school, and division decisions affecting student learning.

5.11 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The principal proactively seeks and creates innovative and productive methods to communicate and engage impactfully with stakeholders. | The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services. | The principal is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services. | The principal fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services. |

**Performance Standard 6: Culturally Responsive and Equitable School Leadership**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

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

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

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

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

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

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

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

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

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

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The principal consistently demonstrates a commitment to ensuring all students feel valued and actively seeks new opportunities to create a culturally responsive environment where students thrive. | The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students. | The principal is inconsistent in demonstrating a commitment to equity and/or fostering culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students. | The principal fails to demonstrate a commitment to equity and/or foster culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students. |

**Performance Standard 7: Professionalism**

*The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

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

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

7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

7.4 Models professional behavior and is culturally responsive to students, parents/ caregivers, staff, and other stakeholders.

7.5 Maintains confidentiality.

7.6 Maintains a positive, forthright, and respectful attitude.

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

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

7.9 Engages in personal professional development that positively impacts school effectiveness.

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

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| 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 all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession. | The principal is inconsistent in fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession. | The principal fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession. |

**Performance Standard 8: Student Academic Progress**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

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

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

8.3 Communicates assessment results to multiple internal and external stakeholders.

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

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

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

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

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

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

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

| **Highly Effective**<br>*In addition to meeting the requirements for Proficient...* | **Effective**<br>*Proficient is the expected level of performance.* | **Approaching Effective** | **Ineffective** |
|---|---|---|---|
| The principal's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners. | The principal's leadership results in acceptable, measurable, and appropriate 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. |

## Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the eight 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. A sample *Principal Summative Performance Report* is provided later in this document. The results of the evaluation must be discussed with the principal at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy.

Summative ratings apply the rating for each of the seven performance expectations.

In determining the final summative rating, the following approach will be used:

1. Numbers will be applied to the rating scale:
   Highly Effective = 4
   Effective = 3
   Approaching Effective = 2
   Ineffective = 1;
2. The weighted contribution of each standard of the summative evaluation will be calculated; and
3. The weighted contributions will be added to calculate the summative rating.

Principal performance standard weights and performance level rating score ranges appear on the right.

| Teacher Performance Standard | Weight |
|---|---|
| Standard 1 | 1.25 |
| Standard 2 | 1.25 |
| Standard 3 | 1.25 |
| Standard 4 | 1.25 |
| Standard 5 | 1.25 |
| Standard 6 | 1.25 |
| Standard 7 | 1.25 |
| Standard 8 | 1.25 |

| Performance Level Rating | Score Range |
|---|---|
| Highly Effective | 35-40 |
| Effective | 26-34 |
| Approaching Effective | 20-25 |
| Ineffective | 10-19 |

## Part VI: Improving Principal Performance

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

There are three tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-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 *Plan for Growth* 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 third is the *Performance Improvement Plan*, which is formally assigned as a result of a finding by the Performance Review Board (PRB) process that the principal has failed to improve his or her performance when given multiple opportunities to do so. Like the *Plan for Growth,* this plan *requires* improvement due to less-than-proficient performance.

The tools may be used independently of each other. Figure 6.1 highlights key differences between the processes.

Figure 6.1: *Three Tools to Increase Professional Performance*

| | **Support Dialogue** | **Plan for Growth** | **Performance Improvement Plan** |
|---|---|---|---|
| **Purpose** | For principals who could benefit from targeted performance improvement OR who would like to systematically focus on his performance growth | For principals whose work is in the "developing/needs improvement" or "unacceptable" categories | For principals whose work is in the "developing/needs improvement" or "unacceptable" categories |
| **Initiates Process** | Evaluator or principal | Evaluator | Evaluator |
| **Documentation** | Form Provided: None<br><br>Memo or other record of the discussion/ other forms of documentation at the building/worksite level | Form Required: *Plan for Growth*<br><br>Building/Worksite Level | Form Required: *Performance Improvement Plan*<br><br>Building/Worksite Level<br><br>Director/Superintendent is notified |

| | | | |
|---|---|---|---|
| **Outcomes** | Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the principal<br><br>In some instances, little or no progress – the employee may be moved to a plan. | • Sufficient improvement -- recommendation to discontinue *Plan for Growth*<br>• Inadequate improvement -- recommendation to be placed on Performance Improvement Plan and/or non-renewal or dismissal | • Sufficient improvement -- recommendation to continue employment<br>• Inadequate improvement -- recommendation to continue on Performance Improvement Plan and/or non-renewal or dismissal |

## 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 (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes.

**Sample Prompts for the Initial Conversation**

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

**Sample Prompts for the Follow-Up Conversation**

*Last time we met, we talked about _____ (tell specific concern). What has gone well?*
*What has not gone as well?*

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

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

## Plan for Growth and 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 *Plan for Growth* or *Performance Improvement Plan*. A *Plan for Growth* or *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 *Plan for Growth* or *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" ratings at the interim review;
- a rating of "Approaching Effective" on two or more performance standards; or
- a rating of "Ineffective" on one or more performance standards or an overall rating of "Ineffective."

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

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

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

- Sufficient improvement has been achieved; the principal is no longer on a *Plan for Growth* or *Performance Improvement Plan* and is rated "Proficient."

- Partial improvement has been achieved but more improvement is needed; the principal remains on a *Plan for Growth* or *Performance Improvement Plan* and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the principal is rated "Unacceptable."

When a principal is rated "Unacceptable," the teacher may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented.

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 the policies and procedures of the school division.

# Part VII: Principal Evaluation Timelines and Deadlines

## Principal Evaluation Schedule

| Principal Evaluation Schedule | | | | |
|---|---|---|---|---|
| Timeline | **Activity** | **Task or Document** | **Responsibility of** | |
| | | | **Evaluator** | **Principal** |
| September 1 | **Principals conduct self-evaluation** | Principal Self-Evaluation Form | | ✓ |
| September 30 | **Principals submit goal-setting form** | Goal Setting for Student Progress Form | | ✓ |
| October 15 | **Evaluators/Principals conference and review self-assessment and goals** | Principal Self-Evaluation Form and Goal Setting for Student Progress Form | ✓ | ✓ |
| November 1 | **Evaluators conduct at least one of the required informal observation/ site visits** | Informal Observation/Site Visit Form | ✓ | |
| December 1 | **Principals complete summary of NPS Climate Survey** | Teacher/Staff Survey and Summary Survey Form | | ✓ |
| December 30 | **Evaluators/principals conduct mid-year review of goals** | Goal Setting for Student Progress Form | ✓ | ✓ |
| | **Evaluators complete/share results of interim evaluation with Principals** | Principal Interim Performance Review | ✓ | |
| March 15 | **Evaluators conduct the second required informal observation/site visits** | Informal Observation/Site Visit Form | ✓ | |
| May 1 | **Principals conduct post-teacher/staff survey and summary** | Teacher/Staff Survey and Survey Summary Form | ✓ | |
| June 1 | **Principal submits Document Log for review** | Document Log | ✓ | ✓ |
| June 15 | End of year review of **Student Progress Goals** | Goal Setting for Student Progress Form | ✓ ✓ | ✓<br>✓ |
| June 30 | **Evaluators complete summative evaluation of all Principals** | Principal Summative Performance Report | ✓ | |

## Assistant Principal Evaluation Schedule

| Assistant Principal Evaluation Schedule | | | | |
|---|---|---|---|---|
| Timeline | **Activity** | **Task or Document** | **Responsibility of** | |
| | | | **Evaluator** | **Assistant Principal** |
| September 1 | **Assistant Principals conduct self-evaluation** | Assistant Principal Self-Evaluation Form | | ✓ |
| September 30 | **Assistant Principals submit goal-setting form** | Goal Setting for Student Progress Form | | ✓ |
| October 15 | **Evaluators/Assistant Principals conference and review self-assessment and goals** | Assistant Principal Self-Evaluation Form and Goal Setting for Student Progress Form | ✓ | ✓ |
| November 1 | **Evaluators conduct at least one of the required informal observation/site visits** | Informal Observation & School Site Visit | ✓ | |
| December 1 | **Assistant Principals conduct pre-teacher/staff survey and summary** | Teacher/Staff Survey and Survey Summary Form | | ✓ |
| December 30 | **Evaluators/Assistant Principals conduct mid-year review of goals** | Goal Setting for Student Progress Form | ✓ | ✓ |
| | **Evaluators complete/share results of interim evaluation with Assistant Principals** | Assistant Principal Interim Performance Report | ✓ | |
| March 15 | **Evaluators conduct at least two (2) additional informal observation/site visits** | Informal Observation & School Site Visit | ✓ | |
| May 1 | **Assistant Principals conduct post-teacher/staff survey and summary** | Teacher/Staff Survey and Survey Summary Form | | ✓ |
| June 1 | **Assistant Principal submits Document Log** | Document Log | ✓ | ✓ |
| June 15 | End of year review of **Student Progress Goals** | Goal Setting for Student Progress Form | ✓ | ✓ |
| June 30 | **Evaluators complete summative evaluation of all Assistant Principals** | Assistant Principal Summative Performance Report | ✓ | |

# Part VIII: Sample Forms

While all required forms are located in the TalentEd Perform platform, these sample versions are provided as examples.

## Informal Observation/School Site Visit Form

*Evaluators may 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's Name _____ Date Observed _____

Evaluator's Name _____

**Performance Standard 1. Instructional Leadership**

*The principal drives 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:***

- *How have you facilitated collaboration among teachers?*
- *How have you strived to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you ensure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you support teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in or provided 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, nurturing, and sustaining an academically rigorous, positive, welcoming, 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?*
- *Explain how you model desired or expected behaviors and characteristics for students and staff.*
- *How do you foster positive school attendance for students?*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived to make the school environment more academically rigorous?*

***Comments:***

**Performance Standard 3: Human Resources Leadership**

*The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.*

***Suggested Guiding Questions/Prompts:***

- *Please give examples of professional development initiatives implemented and/or sustained to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you support growth among teachers who have yet to meet the standard of effectiveness?*
- *How do you ensure teachers and staff receive the support they need?*
- *How do you acclimate new teachers and staff to the expectations of your building?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made since your last summative evaluation? What aspects went well and what aspects were challenging?*

***Comments:***

**Performance Standard 4: Organizational Management**

*The principal cultivates 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. How do you protect instructional time?*
- *What strategies do you use to ensure the most effective organizational model within your building?*

***Comments:***

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*

***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.*
- *How do you promote the positive happenings or successes of your building?*

***Comments:***

**Performance Standard 6: Culturally Responsive and Equitable School Leadership**

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

***Suggested Guiding Questions/Prompts***

- *How do you collaborate with teachers/staff and community members who may have different viewpoints concerning cultural issues?*
- *How have you implemented programs and procedures that address the differentiated needs of your teachers/staff and students?*
- *In what ways do you encourage and model civil discourse among teachers/staff and families who might have differing viewpoints on cultural issues within your school?*
- *How do you articulate the importance of equitable access to resources as a priority to parents and community members?*
- *How are students' voices included in school events with respect to differing viewpoints?*
- *How does your budget reflect your commitment to equitable opportunities for student learning and success?*
- *Please give an example of how your behaviors, attitudes, and procedures are congruent and whether they allow for differences.*
- *How have you examined how your background may influence your behaviors and attitudes toward students/staff/community members whose background(s) and lifestyle(s) may differ from your own and what is comfortable to you?*
- *How have you provided opportunities for students, staff, and your school community to engage in cultural competency learning?*

***Comments:***

**Performance Standard 7: Professionalism**

*The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*

***Suggested Guiding Questions/Prompts:***

- *How do you communicate the mission, vision, and values to all stakeholders?*
- *Give an example of a strategy that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out since the last evaluation cycle?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you provide service to the profession (e.g., mentoring, involvement in professional organizations, presenting at conferences)?*

***Comments:***

**Performance Standard 8: Student Academic Progress**

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

***Suggested Guiding Questions/Prompts:***

- *What is the goal setting process in your school for student academic achievement?*
- *What role do stakeholders play in developing and monitoring the school improvement plan?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *What data are used to measure student academic progress, and how does research support its use as a measurement of progress?*
- *Please explain how interventions are designed, implemented, and evaluated to support student learning.*
- *What type of mid-course 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:***

**Additional Comments:**

Principal's Name _____

Principal's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

## 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.*

| **The principal…** | **E** | **M** | **D** | **N** |
|---|---|---|---|---|
| 1. Demonstrates a vested interest in the goals of the school community. | | | | |
| 2. Is visible and accessible in the school. | | | | |
| 3. Protects instructional time. | | | | |
| 4. Provides leadership in the improvement of instruction. | | | | |
| 5. Treats all teachers/staff and students equitably. | | | | |
| 6. Provides supervision in unstructured settings. | | | | |
| 7. Builds/maintains desirable morale level among teachers/staff. | | | | |
| 8. Fosters a caring school climate that is welcoming for staff, students, families, and community members (or other stakeholders). | | | | |
| 9. Makes helpful recommendations for improvement of performance. | | | | |
| 10. Carries out the teacher/staff evaluation program as it is outlined. | | | | |
| 11. Supports teachers in conferences with students and/or parents to the extent circumstances permit. | | | | |
| 12. Seeks teacher/staff recommendations for meaningful professional development. | | | | |
| 13. Provides meaningful professional development. | | | | |
| 14. Uses judgment, creativity, and logical thinking in solving problems. | | | | |
| 15. Initiates change for the good of students and the improvement of the school. | | | | |
| 16. Procures needed materials and equipment. | | | | |
| 17. Involves teachers appropriately in decision-making. | | | | |
| 18. Keeps paperwork to a minimum. | | | | |
| 19. Involves teachers in developing the school improvement plan. | | | | |
| 20. Maintains open lines of communication with employees. | | | | |
| 21. Keeps teachers/staff informed appropriately of communications from the superintendent and other central office personnel. | | | | |
| 22. Gives constructive criticism to teachers in private. | | | | |
| 23. Seeks to problem-solve with students, parents, and other stakeholders. | | | | |
| 24. Demonstrates an appreciation of teacher/staff and student cultural diversity. | | | | |
| 25. Provides equal opportunities to teachers/staff and students regardless of their gender, culture, or political views. | | | | |

| The principal… | E | M | D | N |
|---|---|---|---|---|
| **The principal…** | **E** | **M** | **D** | **N** |
| 26. Uses disaggregated data to implement policies and programs which addresses differentiated student needs. | | | | |
| 27. Builds organizational capacity to create and maintain an affirming school environment. | | | | |
| 28. Encourages and models civil discourse among teachers/staff and students who may have different viewpoints on cultural issues. | | | | |
| 29. Shares current educational research, trends, and best practices with stakeholders. | | | | |
| 30. Models professionalism. | | | | |
| 31. Maintains positive rapport with teachers/staff. | | | | |

Comments:

_____

_____

_____

## Survey Summary Form

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

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

**School:** _____

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?

**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?

## Documentation Evidence Sheet

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

**School:** _____

| Standards | Evidence Included | Principal Reflective Comment |
|---|---|---|
| **1. Instructional Leadership**<br>*The principal drives 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.* | | |
| **2. School Climate**<br>*The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.* | | |
| **3. Human Resources Leadership**<br>*The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.* | | |
| **4. Organizational Management**<br>*The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.* | | |
| **5. Communication and Community Relations**<br>*The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.* | | |
| **6. Culturally Responsive and Equitable School Leadership**<br>*The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.* | | |

| | | |
|---|---|---|
| **7. Professionalism**<br>*The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.* | | |
| **8. Student Academic Progress**<br>*The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.* | | |

## Professional Development Log

_____ _____ _____

Last First Middle Year Employee ID #

_____ _____

Work Location Position

**Professional Development Plan** | Complete this section by October 15.

| Goals | Professional Development Activity |
|---|---|
| | |
| | |
| | |

**Professional Development Documentation** | Complete this section by June 1.

| Professional Growth Activity | Administrator's Initials | # of Hours | Date(s) | Time(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| **Total Hours** | | | | |

_____ _____

Employee's Signature Date

_____ _____

Administrator's Signature Date

## Principal Self-Evaluation Form

*Principals may 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:** _____ **School Year:** _____- _____

| |
|---|
| **1. Instructional Leadership**<br>*The principal drives 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.*<br>**Areas of strength:**<br><br>**Areas needing work/strategies for improving performance:** |
| **2. School Climate**<br>*The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.*<br>**Areas of strength:**<br><br>**Areas needing work/strategies for improving performance:** |
| **3. Human Resources Leadership**<br>*The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.*<br>**Areas of strength:**<br><br>**Areas needing work/strategies for improving performance:** |
| **4. Organizational Management**<br>*The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*<br>**Areas of strength:**<br><br>**Areas needing work/strategies for improving performance:** |

**5. Communication and Community Relations**

*The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**6. Culturally Responsive and Equitable School Leadership**

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**7. Professionalism**

*The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

**8. Student Academic Progress**

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**

## Goal Setting for Student Academic Progress Form

*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 8: Student Academic Progress.*

_____ _____ _____

Last First Middle Year Employee ID #

_____ _____

Work Location Position

**Initial Goal Submission**

| | |
|---|---|
| **I. School Profile**<br>Describe the school setting and any unique circumstances impacting the school community as a whole.) | |
| **II. Content/Subject/Field Area**<br>Describe the area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data.) | |
| **III. Baseline Data**<br>What does the current data show? | ☐ *Data attached* |
| **IV. Goal Statement**<br>Describe what you want learners/program to accomplish. | |
| **V. Means for Attaining Goal** (Strategies used to accomplish the goal) | |

| Strategy | Measurable By | Target Date |
|---|---|---|
| | | |
| | | |
| | | |

Principal's Name _____

Principal's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

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

Principal's Name _____

Principal's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

**VII. End-of-Year Review**

| | |
|---|---|
| **VI. End-of-Year Data Results**<br>Describe accomplishments at the end of year.) | ☐ Data attached |

☐ **Appropriate Data Received**

**Strategies used and data provided demonstrate appropriate Student Growth** ☐ **Yes** ☐ **No**

Principal's Name _____

Principal's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

## Principal Interim/Annual Performance Report

| Last | First | Middle | Year | Employee ID # |
|---|---|---|---|---|
| | | | | |

| Work Location | Position |
|---|---|
| | |

**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, documentation evidence 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.*

**Strengths:**

**Areas of Improvement:**

**Support:**

Principal's Name _____

Principal's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

## Principal Summative Performance Report

**Directions:** Evaluators use this form to provide the principal with an assessment of performance.

| Last | First | Middle | Year | Employee ID # |
|---|---|---|---|---|
| | | | | |

| Work Location | Position |
|---|---|
| | |

Performance Standard 1: Instructional Leadership

| **(4 pts.) Highly Effective** *In addition to meeting the requirements for Effective...* | **(3 pts.) Effective** *Effective is the expected level of performance.* | **(2 pts.) Approaching Effective** | **(1 pt.) Ineffective** |
|---|---|---|---|
| The principal actively and consistently employs innovative and impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. | The principal drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement. | The principal is inconsistent in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement. | The principal fails to drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement. |

Comments:

Performance Standard 2: School Climate

| **(4 pts.)**<br>**Highly Effective**<br>*In addition to meeting the requirements for Effective...* | **(3 pts.)**<br>**Effective**<br>*Effective is the expected level of performance.* | **(2 pts.)**<br>**Approaching Effective** | **(1 pt.)**<br>**Ineffective** |
|---|---|---|---|
| The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evidenced through results. | The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders. | The principal is inconsistent in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders. | The principal fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders. |

Comments:

Performance Standard 3: Human Resources Leadership

| **(4 pts.)**<br>**Highly Effective**<br>*In addition to meeting the requirements for Effective...* | **(3 pts.)**<br>**Effective**<br>*Effective is the expected level of performance.* | **(2 pts.)**<br>**Approaching Effective** | **(1 pt.)**<br>**Ineffective** |
|---|---|---|---|
| The principal consistently demonstrates expertise in impactful human resources leadership, which results in a highly-productive work force (e.g., highly satisfied stakeholders, increased student learning, teacher leaders). | The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel. | The principal is inconsistent in providing human resources leadership by selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel. | The principal fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel. |

Comments:

Performance Standard 4: Organizational Management

| **(4 pts.) Highly Effective** *In addition to meeting the requirements for Effective...* | **(3 pts.) Effective** *Effective is the expected level of performance.* | **(2 pts.) Approaching Effective** | **(1 pt.) Ineffective** |
|---|---|---|---|
| The principal is exemplary at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. | The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | The principal is inconsistent in cultivating the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources. | The principal fails to cultivate the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources. |

Comments:

Performance Standard 5: Communication and Community Relations

| **(4 pts.) Highly Effective** *In addition to meeting the requirements for Effective...* | **(3 pts.) Effective** *Effective is the expected level of performance.* | **(2 pts.) Approaching Effective** | **(1 pt.) Ineffective** |
|---|---|---|---|
| The principal proactively seeks and creates innovative and productive methods to communicate and engage impactfully with stakeholders. | The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services. | The principal is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services. | The principal fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services. |

Comments:

Performance Standard 6: Culturally Responsive and Equitable School Leadership

| **(4 pts.)**<br>**Highly Effective**<br>*In addition to meeting the requirements for Effective...* | **(3 pts.)**<br>**Effective**<br>*Effective is the expected level of performance.* | **(2 pts.)**<br>**Approaching Effective** | **(1 pt.)**<br>**Ineffective** |
|---|---|---|---|
| The principal consistently demonstrates a commitment to ensuring all students feel valued and actively seeks new opportunities to create a culturally responsive environment where students thrive. | The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students. | The principal is inconsistent in demonstrating a commitment to equity and/or fostering culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students. | The principal fails to demonstrate a commitment to equity and/or foster culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students. |

Comments:

Performance Standard 7: Professionalism

| **(4 pts.)**<br>**Highly Effective**<br>*In addition to meeting the requirements for Effective...* | **(3 pts.)**<br>**Effective**<br>*Effective is the expected level of performance.* | **(2 pts.)**<br>**Approaching Effective** | **(1 pt.)**<br>**Ineffective** |
|---|---|---|---|
| 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 all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession. | The principal is inconsistent in fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession. | The principal fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession. |

Comments:

Performance Standard 8: Student Academic Progress

| **(4 pts.)**<br>**Highly Effective**<br>*In addition to meeting the requirements for Effective...* | **(3 pts.)**<br>**Effective**<br>*Effective is the expected level of performance.* | **(2 pts.)**<br>**Approaching Effective** | **(1 pt.)**<br>**Ineffective** |
|---|---|---|---|
| The principal's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners. | The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards. | The principal's leadership results in student academic progress that inconsistently meets the established standard. | The principal's leadership consistently results in inadequate student academic progress. |

Comments:

**Overall Evaluation Summary:**
Include comments here

☐ Highly Effective

☐ Effective

☐ Approaching Effective

☐ Ineffective

☐ 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<br>(Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.) |
| _____ | _____ |
| Date | Date |

## Support Dialogue Form

*Principals and evaluators may use this form to facilitate discussion on areas that need additional support.*

**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

_____ _____ _____

Last First Middle Year Employee ID #

_____ _____

Work Location Position

| 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 _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

**Results of Performance Improvement Plan**

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

**Final Recommendation Based on Outcome of 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 non-renewal/dismissal.

_____ _____

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