Independent School District 318

The Evaluation of Minnesota's School Principals

Principal Evaluation Process

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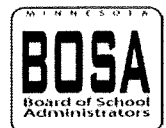
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INTRODUCTION

PURPOSE In a time when America's schools are under increasing pressure to improve so that student learning can exponentially grow, in a state where quality, accountability, and achievement have earned national renown, we—the leaders of Minnesota's public schools—recommit ourselves to the importance of providing this state's children with world-class school principals.

This framework for evaluating school principals—recognize the critical role that principals play in student achievement. We believe that the quality of our children's education—and ultimately, the ability of District 318 students to compete with their global counterparts—are integrally linked to the quality and accountability of the principals serving our schools. We recognize our responsibility to ensure the highest levels of quality and accountability through ongoing evaluation.

PROCESS The basic framework for the principal evaluation process involves conducting an annual evaluation as a part of a three-to-five year cycle of performance improvement. In the first year of this cycle, deep and meaningful formative evaluation sets the stage for ongoing performance reviews in the subsequent years. When evaluating principals on a three-to-five year cycle, measurable goals are set at the outset and then principals are evaluated annually based on the progress that has been made each year.

The intended purpose of the principal evaluation process is to focus on continuous professional development and to assess the principal's performance in relation to Minnesota's K-12 Principal Competencies; these competencies have been regrouped as Core Competencies (see page 5). As the evaluation process unfolds over time, and following a more detailed formative evaluation at the beginning of a longer evaluation cycle, it is expected that different Core Competencies will be the focus of evaluation in different years depending on factors that emerge during the evaluation process.

Unless the superintendent/designee has significant concerns about unsatisfactory performance, the principal will take the lead in conducting the evaluation process through the use of introspection and reflection as well as by gathering input from the various stakeholders with an interest in the leadership of the school. The evidence gathered by the principal is intended to provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on the Core Competencies. That evidence, coupled with a similar analysis conducted by the superintendent/designee, should comprise the substance of the evaluation.

The principal evaluation process generally follows six steps:

Step 1: Orientation by Superintendent/Designee
The superintendent/designee will conduct an orientation with the district's principals. At this orientation, each principal will be provided with a complete set of materials outlining the evaluation process and with the summary evaluation from the last performance review.

Step 2: Pre-Evaluation Planning by Principal
The principal will, individually and without input from anyone else, engage in informal self-assessment and reflection in accordance with the rating worksheet on page 6. This introspective activity—measuring one's Core Competencies—will serve as the basis for the development of preliminary goals that should be completed prior to Step 3.

Step 3: Pre-Conference Between the Superintendent/Designee and the Principal

The principal will meet individually with the superintendent/designee to discuss, as applicable, the last performance evaluation, results of the Step 2 self-analysis, preliminary performance goals, and the Core Competencies to be included in the current evaluation process. The principal and superintendent/designee will agree on the evidence necessary to complete the evaluation process and measure the principal's level of performance as well as discuss the system that will be used to gather, organize, and present this evidence. As will be noted in the Alternative Pathway discussion (see page 4), if the superintendent/designee holds significant concerns regarding the principal's performance and intends to use a process that is targeted at remediation, this should be clearly communicated at the pre-conference

Step 4: Evidence Collection

The principal will collect the evidence agreed upon in Step 3. This may include data listed for each Core Competency included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student grow and success measured over time; and other data to document achievement of performance goals. The superintendent/designee will observe the environment, interact with teachers and other members of the school community, and gather additional evidence to support the review. A sample rating work sheet is on page 6, and a summary of assessment form that can be used to track and analyze both evidence and reflection is on page 7.

Step 5: Principal's Synthesis

The principal will synthesize the information obtained under Step 4 to prepare a consolidated assessment for the superintendent/ designee; this is intended to be a comprehensive review of performance since the last evaluation. This summary, including the evidence used to judge performance, should be provided to the superintendent/designee in advance of Step 6, at which final performance levels will be discussed. As a concurrent activity, the superintendent/designee should assemble a preliminary summary assessment of the principal by gathering evidence and other data for use in the pending evaluation conference.

Step 6: Evaluation Conference Between Principal and Superintendent/Designee

The principal and superintendent/designee will meet to compare individual findings gathered during the evaluation process. They will discuss the prior evaluation, self-assessment, consolidated assessment, and superintendent's current summary evaluation of the principal. The principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Growth Plan. The superintendent/designee will then generate a summary report of the evaluation that will subsequently be signed by both parties. Following this evaluation conference, the principal will develop a Professional Growth Plan in accordance with the evaluation for submission to the superintendent/designee. Professional Growth Plan forms are in Appendix D, starting on page 16.

Alternative Pathway

Based on previous evaluations, significant current concerns that the superintendent/designee might hold regarding the principal, and/ or the probationary status of the principal, the steps outlined above may be subject to modification. Specifically, lead responsibility for gathering evidence and developing performance goals should then revert to the superintendent/designee. If the superintendent/ designee intends to pursue this pathway, it should be clearly communicated in Step 3 of the process.
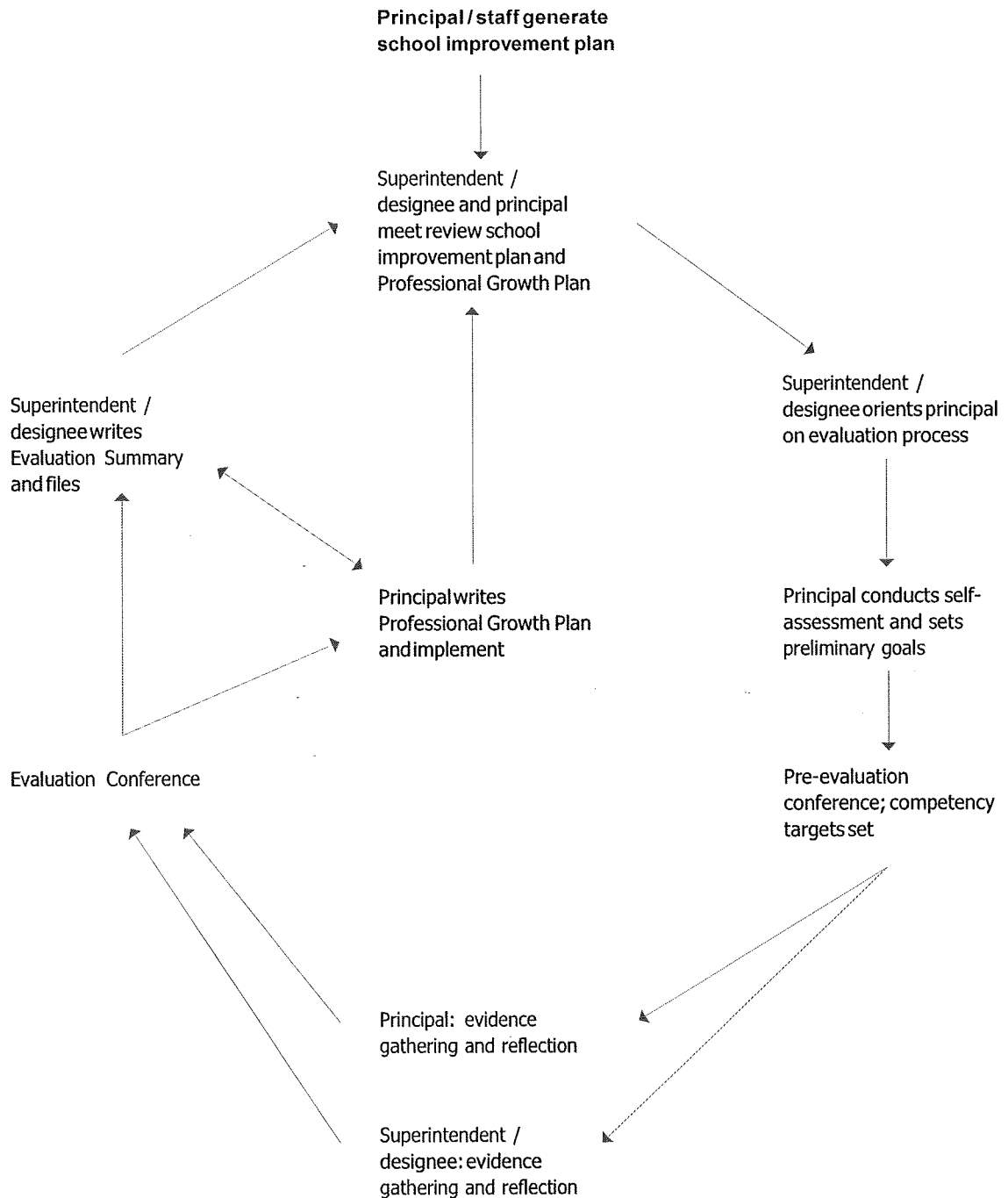
A sample timeline for this evaluation process is in Appendix C, beginning on page 14.

THE EVALUATION'S COMPONENT PARTS

COMPETENCY SYNTHESIS Minnesota has a strong competency base for all school administrators and for principals in particular. This has been codified under Minnesota Administrative Rules. Clearly, principal performance often goes beyond those areas identified in Minnesota's competencies. However, these competencies provide an excellent starting point for assessment.

The following list identifies and describes the Core Competencies sought in effective school principals. A list of Minnesota's competencies, as drawn from Minnesota Administrative Rules, is in Appendix A, beginning on page 11. The seven core elements are cross-referenced to the Minnesota competencies in Appendix A, beginning on page 9.

**Principal / staff generate
school improvement plan**

Superintendent /
designee and principal
meet review school
improvement plan and
Professional Growth Plan

Superintendent /
designee orients principal
on evaluation process

Superintendent /
designee writes
Evaluation Summary
and files

Principal writes
Professional Growth Plan
and implement

Principal conducts self-
assessment and sets
preliminary goals

Evaluation Conference

Pre-evaluation
conference; competency
targets set

Principal: evidence
gathering and reflection

Superintendent /
designee: evidence
gathering and reflection

CORE COMPETENCIES These Seven Core Competencies comprise what the superintendent/designee and the principal should measure during the evaluation process:

1. Strategic Leadership

A principal creates conditions that result in the shared and strategic creation of the school's vision, mission, a n d goals in accordance with those established by the school district. A principal creates a climate of intellectual inquiry and informed opinions that challenges the school community to continually seek positive change by building on its core values and beliefs about both its preferred future and its high standards for all students. A principal acts on these core values and beliefs by developing strategic pathways to reach them.

2. Instructional Leadership

A principal sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners. A principal is knowledgeable about best curriculum and instruction as well as emerging education practices. A principal constantly refreshes this knowledge through ongoing professional development. A principal uses information, including student performance assessment data, to cause the creation of structures within the school designed to meaningfully hold all learners to high standards and to promote top achievement for all students.

3. Managerial Leadership

A principal is an educational leader who proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A principal ensures that the school is a professional learning community by establishing and maintaining processes and systems that result in recruitment, induction, support, evaluation, development, and retention of high-performing staff. A principal also uses processes that facilitate remediation and/or removal of nonperforming staff members. A principal engages in best professional practices targeted at student achievement and deploys budgets, schedules, staff, and other resources to secure best results for all students.

4. Cultural Leadership

A principal understands the important role of culture as a contributor to student and school success. A principal honors the positive traditions, artifacts, symbols, values, and norms of the school and community that result in a sense of identity and pride upon which to build a productive future. Cultural leadership involves understanding the school and its people, how they came to their current state, and how to connect with their traditions to move them forward to support the school's efforts to achieve individual and collective goals. A principal helps build a strong and positive sense of community in the school.

5. Communications Leadership

A principal communicates purposefully with internal and external stakeholders. A principal is a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances. A principal communicates clearly, appropriately, and effectively to different audiences and individuals. A principal actively listens and seeks to clarify the information and intent of other communicators in the school environment.

6. School Community Leadership

A principal designs structures and processes that result in community engagement, support, and ownership. A principal understands the school community within the social and political context of the broader community. A principal proactively creates opportunities for parents/guardians, community, members, and business representatives to be involved in and show support for the community's schools.

7. Ethical and Professional Leadership

A principal works collaboratively with the school staff and community members to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others. A principal is knowledgeable about and acts in accordance with state and federal statutes as well as with school policy; said actions are consistently targeted to the well-being of the students and school community. A principal exemplifies high standards of professional practice and behavior.

EVIDENCE Demonstrating that a particular competency exists in whole or in part, requires evidence. Evidence can include a host of items from printed records to observed characteristics. A school improvement plan generated by a principal can be viewed as one measure of accomplishment in the Core Competency of Strategic Leadership. Notes from a Professional Learning Community might show evidence of Instructional Leadership. Student growth as measured by state standardized test results and/or school district assessment tools is evidence in that same Core Competency. Active participation in a community service organization might demonstrate a measure of competency in the category of School Community Leadership.

It is essential that the superintendent/designee and the principal consider what tangible proof exists to demonstrate the extent to which a Core Competency under review is an integral part of the professional practice of that principal. It should be noted that the framers of this document do not advocate that this evidence must be compiled in a traditional portfolio format. Rather, the framers suggest that a mutually acceptable and manageable system of gathering, organizing, and presenting evidence should be the subject of pre-conference discussions between the parties involved in the evaluation, as noted in Step 3 of the process. A list of different types of evidence, sorted by Core Competency, can be found in Appendix B, beginning on page 14. This list should not be viewed to be totally comprehensive but rather illustrative of the devices that might be used to verify the degree to which a given competency exists.

REFLECTION Another critical element of evaluation is reflection. Substantive contemplation on what can be observed and what might be discerned is a necessary prelude to the evaluation discussion. Both the superintendent/designee and principal should attempt to "make meaning" from the evidence examined and from the deliberations that inevitably comprise the evaluation process. Just as evidence needs to be listed in an appropriately framed evaluation tool, the essential aspects of reflection on that evidence need to be represented in the evaluation.

RUBRIC The following rubric should be used in conjunction with the evidence and reflections gathered for measuring the level of proficiency for the principal in a Core Competency under review. Note that not every Core Competency will necessarily be the subject of evaluation every year.

Unsatisfactory: The principal does not meet acceptable standards for performance.

Developing: The principal does not meet standards for performance but demonstrates adequate growth toward meeting standards during the period of performance.

Proficient: The principal demonstrates basic competence on standards of performance.

Accomplished: The principal exceeds basic competence on standards for performance most of the time.

Distinguished: The principal consistently and significantly exceeds basic competence on standards of performance.

RATING WORKSHEET While it is advisable that a detailed formative evaluation that examines all of the Core Competencies take place at the beginning of a three-to-five year evaluation cycle, it is acknowledged that the practical considerations of schedules and the merits of conducting thorough evaluations over time may result in a focus on different Core Competencies in different years. This determination should be made in Step 3 of the process. Once such a determination has been made, a worksheet framed like the following sample should be used by both the principal and superintendent/designee to assess each of the Core Competencies under examination.

CORE COMPETENCY / (LIST CORE COMPETENCIES UNDER REVIEW)

Evidence: (Identify evidence used to assess core competency.)

Reflection: (Outline thoughts relative to the core competency under examination.)

Summary Rating: Unsatisfactory*, Developing, Proficient, Accomplished, or Distinguished
        *Explanation (Superintendent/designee must offer reasons for an Unsatisfactory rating.)

SUMMARY OF ASSESSMENT Following an examination of the Core Competencies under review and prior to the Evaluation Conference outlined in Step 6 on page 4, a summary of the assessment should be complied by both parties to the evaluation. Such a summary can be modeled on the sample grid that follows. It offers both the principal and the superintendent/designee a spot to mark the appropriate rubric for each Core Competency under consideration along with space to track relevant notes. The summary assessments from both the principal and superintendent/designee should be compared at the Evaluation Conference and blended into one comprehensive analysis. A narrative component should be added to a conference summary to more fully reflect the totality of the evaluation. A model Evaluation Conference Summary form is offered in Appendix D on page 19.

CORE COMPETENCIES	RATING FROM RUBRIC SCALE	EVIDENCE AND REFLECTION IN SUPPORT OF THE RATING	AREA(S) TARGETED FOR IMPROVEMENT	OTHER
Strategic Leadership				
Instructional Leadership				
Managerial Leadership				
Cultural Leadership				
Communications Leadership				
School Community Leadership				
Ethical and Professional Leadership				

GROWTH PLAN **As reflected throughout this document, continuous growth is the central objective of an evaluation process that unfolds over time**. As such, a plan for growth should be included in a comprehensive evaluation. This plan can have different purposes. It may help a principal to continuously improve performance. It may signal that, as a result of unsatisfactory performance and/or absent evidence of acceptable growth, remediation is required.

When used to help a principal continuously **improve, a growth plan should outline goals developed by both the principal and the superintendent/designee that are targeted at desired elements of the Core Competencies.** These goals should contain the measures to be used to demonstrate achievement, the resources necessary for improvement, and the timeline during which this growth will be accomplished.

A growth plan written for and with a principal in need of remediation will necessarily be more directive in nature and include specific elements for targeted improvement identified on behalf of the principal by the superintendent/designee. This plan should contain goals that outline the measures to be used to demonstrate achievement, the resources necessary for improvement, and the timeline during which this improvement must be accomplished. If the principal doesn't make changes in accordance with the plan, this circumstance may serve as a preliminary step in a termination process.

Sample Professional Growth Plans for both Continuous Improvement and Remediation can be found in Appendix D, beginning on page 16.

APPENDIX A

Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses

A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:

A. Leadership

1. Demonstrate leadership by collaboratively assessing and improving culture and climate;

2. Demonstrate leadership by providing purpose and direction for individuals and groups;

3. Model shared leadership and decision-making strategies;

4. Demonstrate an understanding of issues affecting education;

5. Through a visioning process, formulate strategic plans and goals with staff and community;

6. Set priorities in the context of stakeholder needs;

7. Serve as a spokesperson for the welfare of all learners in a multicultural context;

8. Understand how education is impacted by local, state, national, and international events;

9. Demonstrate the ability to facilitate and motivate others;

10. Demonstrate the ability to implement change or educational reform.

B. Organizational Management

1. Demonstrate an understanding of organizational systems;

2. Define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;

3. Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;

4. Demonstrate the ability to analyze need and allocate personnel and material resources;

5. Develop and manage budgets and maintain accurate fiscal records;

6. Demonstrate an understanding of facilities development, planning and management;

7. Understand and use technology as a management tool.

C. Diversity Leadership

1. Demonstrate an understanding and recognition of the significance of diversity, and respond to the needs of diverse learners;

2. Create and monitor a positive learning environment for all students;

3. Create and monitor a positive working environment for all staff;

4. Promote sensitivity of diversity throughout the school community;

5. Demonstrate the ability to adapt educational programming to the needs of diverse constituencies.

D. Policy and Law

1. Develop, adjust and implement policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications;

2. Recognize and apply standards of care involving civil and criminal liability for negligence, harassment and intentional torts;

3. Demonstrate an understanding of state, federal and case law governing general education, special education and community education.

E. Political Influence and Governance

1. Exhibit an understanding of school districts as a political system, including governance models;

2. Demonstrate the ability to involve stakeholders in the development of educational policy;

3. Understand the role and coordination of social agencies and human services;

4. Demonstrate the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.

F. Communication

1. Formulate and carry out plans for internal and external communications;

2. Demonstrate facilitation skills;

3. Recognize and apply an understanding of individual and group behavior in normal and stressful situations;

4. Facilitate teamwork;

5. Demonstrate an understanding of conflict resolution and problem solving strategies;

6. Make presentations that are clear and easy to understand;

7. Respond, review, and summarize information for groups;

8. Communicate appropriately (speaking, listening and writing) for different audiences—students, teachers, parents, community and other stakeholders;

9. Understand and utilize appropriate communication technology.

G. Community Relations

1. Articulate organizational purpose and priorities to the community and media;

2. Request and respond to community feedback;

3. Demonstrate the ability to build community consensus;

4. Relate political initiatives to stakeholders, including parental involvement programs;

5. Identify and interact with internal and external publics;

6. Understand and respond to the news media;

7. Promote a positive image of schools and the school district;

8. Monitor and address perceptions about school-community issues;

9. Demonstrate the ability to identify and articulate critical community issues which may impact local education.

H. Curriculum Planning and Development for the Success of All Learners

1. Demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-k-elementary, middle/junior high school, high school, special education and adult levels;

2. Demonstrate the ability to provide planning and methods to anticipate trends and educational implications;

3. Demonstrate the ability to develop, implement and monitor procedures to align, sequence and articulate curriculum and validate curricular procedures;

4. Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;

5. Appropriately use learning technologies;

6. Demonstrate an understanding of alternative instructional designs, curriculum, behavior management and assessment accommodations and modifications;

7. Demonstrate an understanding of the urgency of global competitiveness.

I. Instructional Management for the Success of All Learners

1. Demonstrate an understanding of research of learning and instructional strategies;

2. Describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;

3. Demonstrate the ability to utilize data for instructional decision making;

4. Demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;

5. Demonstrate the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;

6. Demonstrate the ability to appropriately use technology to support instruction;

7. Demonstrate the ability to meet the enrichment, remediation, and special education needs of all students.

J. Human Resource Management

1. Demonstrate knowledge of effective personnel recruitment, selection and retention;

2. Demonstrate an understanding of staff development to improve the performance of all staff members;

3. Demonstrate the ability to select and apply appropriate models for supervision and evaluation;

4. Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;

5. Demonstrate understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management;

6. Demonstrate understanding of labor relations and collective bargaining;

7. Demonstrate understanding of the administration of employee contracts, benefits and financial accounts.

K. Values and Ethics of Leadership

1. Demonstrate understanding of the role of education in a democratic society;

2. Demonstrate understanding of and model democratic value systems, ethics and moral leadership;

3. Demonstrate the ability to balance complex community demands in the best interest of learners; and

4. Help learners grow and develop as caring, informed citizens;

5. Demonstrate understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators.

L. Judgment and Problem Analysis

1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes and refraining possible solutions;

2. Demonstrate adaptability and conceptual flexibility;

3. Assist others in forming opinions about problems and issues;

4. Reach logical conclusions by making quality, timely decisions based on available information;

5. Identify and give priority to significant issues;

6. Demonstrate understanding of and utilize appropriate technology in problem analysis;

7. Demonstrate understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model appropriately their implementation.

M. Safety and Security

1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;

2. Demonstrate the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;

3. Demonstrate the ability to identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action;

4. Demonstrate understanding of procedural predictabilities and plan variations where possible;

5. Demonstrate the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.

SUBP. 3. PRINCIPAL COMPETENCIES

A person who serves as a Principal will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

A. Instructional Leadership

1. Demonstrate the ability to understand and apply school-wide literacy and numeracy systems;

2. Demonstrate the ability to understand and apply district-wide literacy and numeracy systems.

B. Monitor Student Learning

1. Demonstrate the ability to create a culture that fosters a community of learners;

2. Demonstrate an understanding of student guidance systems and auxiliary services;

3. Demonstrate the ability to implement a positive and effective student management system;

4. Demonstrate the ability to develop and implement effective student discipline plans;

5. Demonstrate the ability to develop a master instructional schedule;

6. Demonstrate the ability to meet the enrichment, remediation, and special education needs of all students;

7. Demonstrate the ability to understand and support a comprehensive program of student activities.

C. Early Childhood Through Grade 12 Leadership

1. Demonstrate understanding of the articulation and alignment of curriculum from pre-school through grade 12;

2. Demonstrate understanding of different organizational systems and structures at pre-K, elementary, middle or junior high and high school levels;

3. Demonstrate the ability to work with children of all ages;

4. Demonstrate the ability to work with parents, teachers and other staff in all levels of schooling;

5. Demonstrate understanding of the characteristics of effective transitions from one level of schooling to the next;

6. Demonstrate understanding of developmental needs of children of all ages.

CORE COMPETENCIES CROSS-REFERENCED TO MINNESOTA COMPETENCIES This matrix reflects how the Core Competencies used in "The Evaluation of Minnesota's School Principals" relate to the Minnesota Competencies. The numbers cited on the right side of the matrix are drawn from the competency categories in Minnesota's Administrative Rule, beginning on page 11.

CORE COMPETENCY / MINNESOTA COMPETENCY REFERENCE

1. Strategic Leadership
Leadership – 3, 5, 10
Judgment and Problem Analysis – 1, 2, 3, 4, 5, 6, 7

2. Instructional Leadership
Leadership – 4
Diversity – 1, 5
Curriculum Planning – 1, 2, 3, 4, 5, 6, 7
Instructional Management – 1, 2, 3, 4, 5, 6, 7
Human Resource Management – 2, 3
Principal Competency/Instructional Leadership – 1, 2
Principal Competency/Monitor Student Learning – 6, 7
Principal Competency/K-12 Leadership – 1, 3, 5, 6

3. Managerial Leadership
Leadership – 2, 9
Organizational Management – 1, 2, 3, 4, 5, 6, 7
Human Resource Management – 1
Safety and Security – 1, 2, 3, 4
Principal Competency/Monitor Student Learning – 2, 3, 4, 5
Principal Competency/K-12 Leadership – 2

4. Cultural Leadership
Leadership – 1, 7
Diversity – 2, 3, 4
Safety and Security – 5
Principal Competency/Monitor Student Learning – 1

5. Communications Leadership
Communication – 1, 2, 3, 4, 5, 6, 7, 8, 9
Community Relations – 4, 6, 7, 9

6. School Community Leadership
Leadership – 6
Political Influence and Governance – 1, 2, 3, 4
Community Relations – 1, 2, 3, 5, 8
Principal Competency/K-12 Leadership – 4

7. Ethical and Professional Leadership
Leadership – 8
Policy and Law – 1, 2, 3
Human Resource Management – 4, 5, 6, 7
Values and Ethics of Leadership – 1, 2, 3, 4, 5

APPENDIX B

EXAMPLES OF EVIDENCE/ARTIFACTS BY CORE COMPETENCY The list that follows contains examples of the kinds of evidence/artifacts that could be used to demonstrate the presence or absence of a given Core Competency. This list is not comprehensive but rather illustrates the evidence that could be used to verify the degree to which a given competency exists. While the list has been sorted by Core Competency, the examples often relate to more than one Core Competency and should, in many instances, be considered to be interchangeable.

CORE COMPETENCY / EXAMPLES OF EVIDENCE/ARTIFACTS

1. Strategic Leadership

>> School improvement plan/strategic plan.

>> Teacher surveys.

>> Student achievement and testing data.

>> Statement of school vision, mission, values, beliefs, and goals.

>> Evidence of shared decision-making and distributed leadership.

>> Examples of how the mission, vision, and core beliefs are impacting school practices.

>> A protocol for the systematic review and revision of the vision and mission.

>> Description of the structures that are in place to promote collegiality and collaboration.

>> Examples of how adult learning experiences result in changed instructional practices and improved student learning.

>> Use of environmental scanning to monitor the changing world and future demands on students.

>> Perceptual data regarding this standard such as 360-degree feedback surveys or focus group meetings.

>> Description of the new practices that have been implemented through the system's change process.

>> Description of how families and community stakeholders have been engaged in the system's change process.

2. Instructional Leadership

>> School improvement plan.

>> Student achievement and testing data.

>> Student drop-out data.

>> Teacher retention data.

>> Documented use of formative assessment instruments to impact instruction.

>> Development and communication of goal-oriented personalized education plans for identified students.

>> Evidence of team development and evaluation of classroom lessons.

>> Use of research-based practices and strategies in classrooms.

>> Master school schedule documenting individual and collaborative planning for every teacher.

>> School's shared vision for effective teaching and learning.

>> Schedule for teacher-shared practice time and a written description of how this time is being used to improve adult and student learning.

>> Observation schedules and reports.

>> Information about the effectiveness of intervention practices.

>> Examples of how changes in instructional practices have improved student learning.

>> Results of school-wide or student learning-based action research studies.

>> Evidence of the alignment of standards, curriculum, instruction, and assessment.

>> Teacher evaluation reports.

>> Examples of how staff members have used achievement data to improve student performance.

>> Schedule and samples of student achievement and performance progress reports provided to students, families, and stakeholders.

>> Discussions of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies of increase performance.

>> RTI assessments.

>> Smart Goal results.

>> Summative assessments.

>> Teacher evaluation reports.

>> Teacher retention data.

>> 360-degree feedback.

>> Use of school volunteers.

3. Managerial Leadership

>> School improvement plan.

>> Staff surveys.

>> School financial information.

>> School safety and behavior expectations.

>> Master school schedule documenting individual and collaborative planning for every teacher.

>> Evidence of format and informal systems of communication.

>> Dissemination of clear norms and ground rules.

>> Evidence of ability to confront ideological conflict and then reach consensus.

>> Student/family handbook with rules and expectations for behavior.

>> Posters, etc., conveying expectations for student behavior.

>> Faculty handbook with operational guidelines and expectations for performance.

>> Operational procedures that focus on results.

>> School/student schedules that maximize opportunities for student learning and adult collaborative planning.

>> School safety audit.

>> Systematic approach to planning and managing school events, conflicts, and crises.

>> Procedures for recruiting, selecting, and orienting professional and classified staff.

>> Suspension and expulsion rates.

>> Graduation rates.

>> Staff diversity.

>> Attendance data.

>> Information on the effectiveness of intervention practices.

>> Student disciplinary data.

>> Student dropout data.

>> Staff mobility data.

4. Cultural Leadership
>> Surveys of students, teachers, and parents.

>> Documented use of School Improvement Team in decision-making.

>> Existence and work of professional learning communities.

>> List of ways in which staff and students have been involved in community events.

>> Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders.

>> School website, mass e-mail/social media, newsletters, and other examples of direct communication with families and community stakeholders.

>> Description of how school staff are increasing the involvement/engagement of diverse family groups such as low-income, racial, ethnic, and single-parent groups as well as those who work and cannot participate in school events during the day.

>> Description of the business and community partnerships that have been formed.

>> List of ways in which families and community stakeholders have been engaged in improving student learning.

>> Multi-lingual newsletters and other school communications.

>> Focus group meeting results.

5. Communications Leadership
>> Plans for internal and external communications.

>> Documentation and understanding of individual and group behavior in normal and stressful situations.

>> Teamwork; initiatives/agenda.

>> Documentation of understanding of conflict resolution and problem-solving strategies.

>> Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders).

>> Examples of appropriate communication technology.

6. School Community Leadership
>> Parent involvement in School Improvement Team.

>> PTSA/Booster club operation and participation.

>> Parent survey results.

>> Evidence of business partners and projects involving business partners.

>> Plan for shaping the school's image throughout the community.

>> Evidence of community support.

>> Number and use of school volunteers.

>> List of ways in which staff and students have been involved in community events.

>> Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders.

>> School website, mass e-mail/social media, newsletters, and other examples of direct communication with families and community stakeholders.

7. Ethical and Professional Leadership
>> Teacher retention data.

>> Evidence of visibility and accessibility.

>> Evidence of shared decision-making and distributed leadership.

>> Teacher, student, and family involvement and leadership in the work of the school reflect the school's demographics.

>> Multi-lingual newsletters and other school communications.

>> Involvement in professional associations.

>> A fair and equitable student discipline policy.

>> Description of structures that are in place to promote collegiality and collaboration.

>> Professional Learning Community and team development data.

>> Professional development plan.

APPENDIX C

SAMPLE TIMELINE The framers of this document advocate that the principal evaluation process be completed over a three-to-five year cycle. A sample timeline for a three-year principal evaluation process is offered as an illustration of how this might unfold; note that this cycle is "wrapped around" the development and deployment of a school improvement plan. This example can easily be extended to a five-year cycle by repeating the activities included in years two and three. It is laid out in accordance with the process steps detailed on pages 3 and 4 and is predicated on work with a principal performing in accordance with a Continuous Improvement Professional Growth Plan.

WHEN	WHAT	YEAR 1	YEAR 2	YEAR 3
Before the first year of the evaluation cycle	The principal develops with staff a school improvement plan to address measurable school improvement goals that are aligned with district improvement priorities and would build system capacity over the duration of the evaluation cycle.	■		
Before first year of cycle	The school improvement plan developed with staff is shared, discussed with, and approved by the superintendent/designee.	■		
Prior to the start of the school year	Step 1: The superintendent/designee provides an orientation for the principal on the evaluation model to be used; a preliminary timeline for action is determined.	■	■	■
Start of school year	The principal meets with school staff to review the school improvement plan and to set a direction for implementing that plan during the school year.	■	■	■
Fall	Step 2: The principal engages in introspection and reflection relative to the Core Competencies. A preliminary set of goals is generated for the superintendent/designee.	■	■	■
Mid-Fall	Step 3: The principal meets with the superintendent/designee to discuss prior evaluations in the current cycle and/or from the last cycle, to review the principal's self-appraisal and preliminary performance goals, and to consider the evidence that will be gathered in preparation for the pending evaluation conference. If this is the first year of the evaluation cycle, arrangements are made for a review of all seven Core Competencies. If this is the second or third year of the cycle, the parties may agree to focus on a subset of those Core Competencies.	■	■	■

WHEN	WHAT	YEAR 1	YEAR 2	YEAR 3
Fall/Winter	**Steps 4 and 5:** Evidence is collected by both the principal and superintendent/designee. The superintendent/designee observes and gathers data as well as examines progress with the school improvement plan. The principal synthesizes evidence and develops a summary for submission to the superintendent/designee prior to the evaluation conference.	■	■	■
Mid-Winter	**Step 6:** The principal meets with the superintendent/designee for the evaluation conference. Information gathered to date is shared. A common assessment is built. Performance goals are mutually determined and a Professional Growth Plan is outlined.	■	■	■
Late Winter	**Step 6 (continued):** The superintendent/designee generates a summary evaluation report to be signed by both parties to the evaluation. The principal develops the Professional Growth Plan in accordance with the evaluation and begins to implement that plan.	■	■	■
End of school year	The principal reviews the progress made in achieving school improvement and professional growth goals. Relevant results are shared with staff; success is celebrated. The current status is used as the starting point for continued progress during the next school year.	■	■	■
Summer	The principal meets with the superintendent/designee to discuss school improvement and professional growth progress from the prior year. Adjustments, such as are required, are made in school improvement plan and/or the Professional Growth Plan. Preliminary arrangements are made for the next year in the principal's evaluation cycle.	■	■	■

APPENDIX D

FORMS **Three forms are offered for use in the process of evaluation:**

1. Evaluation Conference Summary

This form, or one like it, can be used to document the rating assigned to each given Core Competency included in the performance evaluation. It provides space for narrative to be added; this document can be used in the development of Professional Growth Plans. The Evaluation Conference Summary is intended t o be a part of the principal's personnel record.

2. Professional Growth Plan - CONTINUOUS IMPROVEMENT

This form, or a similar instrument, can be used when both the superintendent/designee and the principal concur that overall performance, while clearly in at least a minimally acceptable range, is still subject to the ongoing need for continuous improvement. The form is intended to be generated by the principal, then submitted for review and approval by the superintendent/designee. Space exists on the form for both the principal and the superintendent/designee to offer independent observations relative to the evaluation process and/or outcome.

3. Professional Growth Plan – REMEDIATION

This form, or one like it, can be used when the superintendent/designee has determined that significant concerns exist regarding the principal's overall performance. The form is intended to be generated by the superintendent/designee, with input from the principal. Space exists on the form for both the principal and the superintendent/designee to offer independent observations relative to the evaluation process and/ or outcome. Any dispute regarding the contents of either an Evaluation Conference Summary and/or a Professional Growth Plan requiring remediation shall be subject to the provisions of relevant Master Agreement language, school policy, Administrative Rule, and/or Minnesota Statute.

Evaluation Conference Summary

Name of Principal: _____

School:_____School Year: _____

Based on the results of the evaluation conference conducted on   /   /   , the following observations are made regarding the Core Competencies under consideration:

CORE COMPETENCIES	RATING FROM RUBRIC*	EVIDENCE AND REFLECTION IN SUPPORT OF THE RATING	AREA(S) TARGETED FOR IMPROVEMENT	OTHER
Strategic Leadership				
Instructional Leadership				
Managerial Leadership				
Cultural Leadership				
Communications Leadership				
School Community Leadership				
Ethical and Professional Leadership				

*Rubric: Unsatisfactory, Developing, Proficient, Accomplished, or Distinguished

Evaluation Conference Summary – continued

Achievements:

Concerns:

Superintendent/designee Comments:

Principal Comments:

Superintendent/designee's recommendation for growth:

_____ Professional Growth Plan – CONTINUOUS IMPROVEMENT

_____ Professional Growth Plan - REMEDIATION

Superintendent/Designee Signature_____Date _____

Principal Signature_____Date _____

(Note: the principal's signature verifies review and receipt of this Evaluation Conference Summary. It does not signal acquiescence to its contents. Should the principal wish to challenge the terms of this Summary, this should be so noted in the principal's comments above and/or attached as a separate document. Said dispute shall be handled in accordance with the provisions of relevant Master Agreement language, school policy, Administrative Rule, and/or Minnesota Statute.)

Professional Growth Plan – CONTINUOUS IMPROVEMENT

Name of Principal _____

School_____School Year _____

INSTRUCTIONS: This growth plan is to be completed by the principal following the evaluation conference in accordance with the substance of that session. The goals noted below, as well as actions, measures, and timeline, will be reviewed by the superintendent/designee prior to the beginning of work on the goals. The superintendent/designee may suggest additional goals as appropriate. Generally, goals should be developed for each Core Competency under review.

CORE COMPETENCIES	CURRENT RATING*	GOAL	ACTIONS/ STRATEGIES/ RESOURCES	MEASURES OF ACHIEVEMENT	TIMELINE
Strategic Leadership					
Instructional Leadership					
Managerial Leadership					
Cultural Leadership					
Communications Leadership					
School Community Leadership					
Ethical and Professional Leadership					

*Rubric: Unsatisfactory, Developing, Proficient, Accomplished, or Distinguished

Principal Comments:

Principal Signature_____Date _____

Superintendent/designee Signature_____Date _____

Professional Growth Plan - REMEDIATION

Name of Principal: _____

School: _____School Year: _____

INSTRUCTIONS: This growth plan is to be completed by the superintendent/designee following the evaluation conference in accordance with the substance of that session. The goals noted below, as well as actions, measures, and timeline, will be reviewed with the principal prior to the beginning of work on the goals. The principal may suggest additional goals as are agreed upon by the superintendent/designee. Specific goals will be developed for each Core Competency under review and clear actions, measure, and timelines will be established. In addition, the resources to be accessed to achieve these goals will be detailed.

CORE COMPETENCIES	CURRENT RATING*	GOAL	ACTIONS/ STRATEGIES	MEASURES OF ACHIEVEMENT	TIMELINE	RESOURCES
Strategic Leadership						
Instructional Leadership						
Managerial Leadership						
Cultural Leadership						
Communications Leadership						
School Community Leadership						
Ethical and Professional Leadership						

*Rubric: Unsatisfactory, Developing, Proficient, Accomplished, or Distinguished

Superintendent/Designee Comments:

Professional Growth Plan – REMEDIATION (continued)

Principal Comments:

Superintendent/Designee Signature_____Date _____

Principal Signature_____Date _____

(Note: the principal's signature verifies review and receipt of this Growth Plan. It does not signal acquiescence to its contents. Should the principal wish to challenge the terms of this Growth Plan, this should be so noted in the principal's comments above and/or attached as a separate document. Said dispute shall be handled in accordance with the provisions of relevant Master Agreement language, school policy, Administrative Rule, and/or Minnesota Statute.)