

Cape Elizabeth School Department
Proposed Educator Effectiveness Model
Administrator Performance Evaluation and Professional Growth (PEPG)

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Beliefs and Goals:

The Cape Elizabeth Public Schools community collectively believes the following:

All students will...

- thrive in a safe, nurturing, and developmentally appropriate/challenging environment,
- have the ability to learn,
- learn and demonstrate their understanding in different ways and at different rates,
- learn best when actively engaged and invested in their learning,
- make mistakes as part of the learning process, and
- want to be successful.

Effective teachers will...

- communicate high expectations for all students,
- engage students in multiple and differentiated learning opportunities,
- teach to and provide feedback on specific goals,
- support the academic, emotional, and social development of students, and
- embrace feedback and improve practice through reflection, collaboration, and continued education.

Successful schools, families, and communities will...

- put students first,
- partner in educating students for the future,
- maintain a safe and supportive environment for all members,
- communicate frequently, honestly, and respectfully, and
- support continued professional growth.

Our core belief statements guide the development and implementation of Cape Elizabeth's revised Educator Effectiveness Model in response to requirements outlined in Maine's updated statute governing educator effectiveness (Chapter 508 of Title 20-A). In order to maximize the unique potential in each of our students, teachers and administrators must strive to inspire one another, set measurable and strategic goals, share best practice, and collectively support professional growth. This document outlines the specific methodology we will employ to accomplish our collective goal of continuous improvement as a learning community.

The process and components that go into assessing performance and educator effectiveness are similar for district level administrators (superintendent, finance director, curriculum director, special services director), school-based administrators (principal, assistant principal), and teachers. All educators, regardless of title, will be engaged in the following:

- Assess student learning and reflect on professional practice.
- Set measurable and strategic (SMART) goals related to student learning and professional practice.
- Collaborate with colleagues to share effective practice and support achievement of goals set.
- Communicate progress and document performance through a collaborative observation model, submission of professional artifacts, and specific, ongoing feedback related to professional growth.
- Focus on maintaining an outcome-oriented mindset: educators function as a supportive network to maximize the educational experience for every student.

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Educator Effectiveness Model: District and School Administrator:

Overview:

The Cape Elizabeth educator effectiveness model for district and school-based administrators strives to enhance educator effectiveness through analysis of student learning, active reflection of professional practice, collaborative leadership, and benchmarking progress towards measurable and strategic district/school performance goals. Administrator evaluation cycles are one year in length and defined by the following components: annual SMART goal setting (student learning and professional practice goals), collegial peer coaching, use of student growth measures, submission of artifacts of professional practice, formative and summative evaluations, and the determination of an overall performance rating.

SMART Goal Setting:

Student Learning SMART Goal: Over the summer, school and district administrators will review student learning data from the previous year and begin identifying trends and patterns. Leaders will work together to assess targeted needs and identify both strengths and weaknesses across grade spans and content areas. By September, administrators should be ready to complete a comprehensive assessment of student learning in their building and identify 1-2 SMART goals relative to student achievement for the upcoming year. The student learning assessment will serve as the foundation for drafting a SMART goal statement to represent a desired learning outcome for all students. Once the draft SMART goal is completed, administrators will collaborate to outline strategic action steps towards the successful achievement of the student growth SMART goal(s).

Professional Growth SMART Goal: Administrators conduct a self-assessment with support from their colleagues and/or supervisor and identify areas in which they would like to grow professionally. The domains and standards of effective leadership as outlined in the MPA evaluation model will serve as a guiding document for the self-assessment and professional practice SMART goal. Based on this assessment, each administrator will draft a SMART goal focused on an individual or group professional development objective. Once the goal has been identified, each administrator will outline action steps to achieve the desired result/professional growth related outcome. Once SMART goals have been completed and written, they are submitted to the educator's primary evaluator.

Collegial Peer Coaching:

As part of all evaluation cycles, educators will seek out ways to tap into the knowledge and expertise of colleagues to share best practice and support their professional practice SMART goal. Administrators work together as part of the district leadership team to set strategic goals for improvement and help one another develop as leaders. This includes sharing of effective leadership practice, collaborating on school-wide and district-wide professional development initiatives, honing skills of observation/evaluation through implementing instructional rounds protocols, and benchmarking progress on strategic SMART goals set at the beginning of each evaluation cycle.

Artifacts of Professional Practice:

All educators, administrators and teachers, will have the opportunity to submit artifacts of professional practice to inform evaluators of performance relative to domains and standards of effective leadership. Submitted artifacts will serve to ensure evaluators have the information necessary to draft comprehensive formative and summative evaluation reports. Artifacts can include faculty meeting agendas/materials,

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meeting notes/agendas, description/planning for a school/community event, emails to and from parents/families, descriptions of professional development activities, sample teacher evaluations, etc. Submitted artifacts can also serve as evidence documenting completion of SMART goal action steps.

Use of Student Growth Measures:

As part of the SMART goal setting process, educators will identify specific student growth measures they will be using to benchmark achievement in targeted areas. Administrators will collaborate in teams to identify school-wide common assessments that will benchmark growth in proficiency over the course of a year. Once common assessments are identified for a cohort of students, educators will set progress benchmarks in specific academic areas and chart student progress as part of their student learning SMART goal. Towards the end of the year, results from the common assessment will be measured against the goal and progress towards identified school-wide SMART goal(s) will be confirmed.

Summative Evaluation Rating:

Evaluators and educators will conference to review the summative evaluation report, a document evaluating performance across all domains and standards of effective leadership defined in the MPA model. The Summative Evaluation Report will outline evidence supporting performance ratings in each domain area. Evidence will combine written performance observation reports with submitted artifacts of professional practice to be used to support evaluative judgments across the domains. The overall Summative Evaluation Rating will be in one of four categories: 4 - highly effective; 3 - effective; 2 - improvement necessary; 1 - does not meet.

District and School-based Administrator Evaluation Timeline:

July/August	Administrators complete self-assessment, review progress on district-wide goals/24 month plan, set SMART goals and action steps for incoming school year: SMART goal related to student learning; SMART goal related to professional growth. District-wide and school-based strategic improvement goals established and approved by district leadership team and Superintendent.
September	Leadership team and administrators support teachers as they collaborate in teams to assess student learning and identify targeted areas for growth based on student data; teachers conduct self-assessment to identify area for professional growth.
October	Teachers collaborate in teams to set a minimum of 1 SMART goal(s) related to measurable student learning. Teachers set one SMART goal related to professional growth. A series of strategic action steps are outlined to achieve goals. Educator observations conducted; professional artifacts submitted; instructional rounds completed; peer observations conducted.
November	Teacher and evaluator meet to finalize and confirm student learning and professional growth SMART goals and strategic action steps. Educator observations conducted; professional artifacts submitted; instructional rounds completed; peer observations conducted.
December	Administrator begins self-evaluation process and begins to identify artifacts of professional practice to submit to evaluator. Educator observations conducted; instructional rounds completed.
January	Administrator continues self-evaluation process and identifies artifacts of professional practice to submit to evaluator. Educator observations conducted; instructional rounds

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	completed.
February	Conference/meeting with evaluator re progress on SMART goals: student learning and professional growth;
March	Administrator continues self-evaluation process and identifies artifacts of professional practice to submit to evaluator. Educator observations conducted; instructional rounds completed.
April	Summative Effectiveness Rating completed for probationary teachers; conference between evaluator and educator held; educator observations conducted; administrator continues self-evaluation process and identifies artifacts of professional practice to submit to evaluator. Educator observations conducted; instructional rounds completed.
May	Self-evaluation completed and submitted to primary evaluator by May 1. Summative Effectiveness Rating completed for probationary and continuing contract teachers (*all probationary teachers complete by May 15); conference between evaluator and educator held; educator observations conducted; instructional rounds completed.
June	Summative evaluation completed and given to administrator no later than June 1. Administrator meets with primary evaluator to discuss summative evaluation and begin the goal-setting process for the upcoming year.

Domains and Standards of Effective Leadership:

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring a principal's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The principal is recognized as the leader of the school who continually improves his or her practice.

Standards:

1. The principal develops a professional growth and learning plan to improve his or her professional practice.
2. The principal engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The principal demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART goals for professional growth and development are established annually and reviewed mid-year by the principal and his or her evaluator.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.

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4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities within the district, state, and nation.
6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the principal's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The principal collects and analyzes data and information utilizing assessment and accountability systems.
2. The principal ensures that clear and measurable school goals are established and focus on improving student achievement.
3. The principal ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.
4. The principal ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the principal identifies an issue that exists within the school. Working together with staff, the principal develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.
3. The degree to which a principal achieves school achievement goals.
4. The degree to which a principal achieves individual student achievement goals.
5. School Improvement Plan (SIP) is written by school leaders, shared with the staff, and monitored by school leaders.
6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Domain 3: School Planning and Progress

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Descriptor: This domain focuses on the principal's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The principal collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The principal monitors and evaluates progress and revises school improvement plans.
3. The principal ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The principal develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School Improvement Plan (SIP).
2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, SAT/ACT scores, NWEA data, TerraNova data, NECAP data, PBIS, AP scores, student work samples, formative and summative teacher-administered test data, use of school-wide rubrics, special recognitions and accomplishments).
3. Minutes, agenda, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.
4. Principal self-reports.
5. 360-degree survey feedback from staff and parents.
6. District records.
7. Teacher and staff interviews and focus groups.

Domain 4: School Culture

Descriptor: This domain focuses on the principal's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The principal promotes and protects the welfare and safety of students and staff.
2. The principal obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.

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3. The principal develops the capacity for distributed leadership.
4. The principal acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. 360-degree survey feedback from staff.
3. Observations.
4. Recruitment and retention of faculty and students.
5. Stakeholder participation in school activities, clubs, or functions.
6. Stakeholder involvement in other school or community events.
7. Attendance rates, discipline rates.
8. News clippings and other mentions in media and school publications.

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures a principal's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The principal promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The principal supervises instruction.
3. The principal monitors and evaluates the impact of the instructional program.
4. The principal promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal Teacher Evaluation System with faculty and staff.
2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.
3. Portfolio artifacts of principal performance aligned to state, district or national professional standards.
4. Written values and beliefs reflect high expectations for all students.

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5. School vision includes a focus on student academic achievement and health social/emotional development.
6. The degree to which a principal achieves goals from Professional Growth Plan
7. Observations by peers and evaluator of principal practice.
8. 360-degree survey feedback.
9. Self-reflections from principals.

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the principal's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:

1. The principal promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The principal builds and sustains positive relationships with families and caregivers.
3. The principal builds and sustains productive relationships with community partners.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.
3. Awards and local school recognitions.
4. Newsletters or media brochures or other communication feedback measures, and district observations.
5. Interactive website or social networking technologies for students, parents, and community.

SMART Goal Setting: District and School-based Administrators:

As noted in the overview, district and school-based administrators work together as part of the district leadership team to analyze student learning and achievement outcomes at all grade spans and across all content areas. This collaboration serves as the foundation for strategic planning and identifying both student learning and professional practice SMART goals. Administrators conduct a thorough self assessment as part of the SMART goal setting process and use this to define measurable strategic improvement goals and outline action steps to benchmark progress and achieve desired outcomes. The template outlined below structures how these goals are defined and communicated to faculty and the community. SMART goals set by school and

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district leaders serve as exemplars for teachers, counselors, nurses, and other personnel who will be setting their own measurable goals in the fall.

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Administrator SMART Goal Template:

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SMART Goal Template - Student Learning:

S - Specific/Strategic M - Measurable A - Achievable R - Results-oriented/Relevant T - Time-bound	Use this template to compose team/individual SMART goals focused on student achievement. Focus on defining a measurable desired outcome and then plan action steps that will take you there. Action steps outline strategic decisions necessary towards achieving the goal. Description of action steps should include a rough timeline or series of target dates, and identify team members responsible.
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School:		Teacher Name:	
Team/Dept:		Team Members:	

Assessment of Student Learning:

- a. Describe your assessment of current students. List targeted standard areas for growth.
- b. Outline how you will measure and benchmark growth in these areas.

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SMART Goal Statement (Student Learning):

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Action Plan (Student Learning):

Action Step:	Timeline:

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SMART Goal Template - Improvement of Professional Practice:

S - Specific/Strategic M - Measurable A - Achievable R - Results-oriented/Relevant T - Time-bound	Use this template to compose team/individual SMART goals focused on improving your professional practice. Focus on defining a measurable desired outcome and then plan action steps that will take you there. Action steps outline strategic decisions necessary towards achieving the goal. Description of action steps should include a rough timeline or series of target dates, and identify team members responsible.
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School:		Teacher Name:	
Team/Dept:		Team Members:	

Professional Growth Self-Assessment:

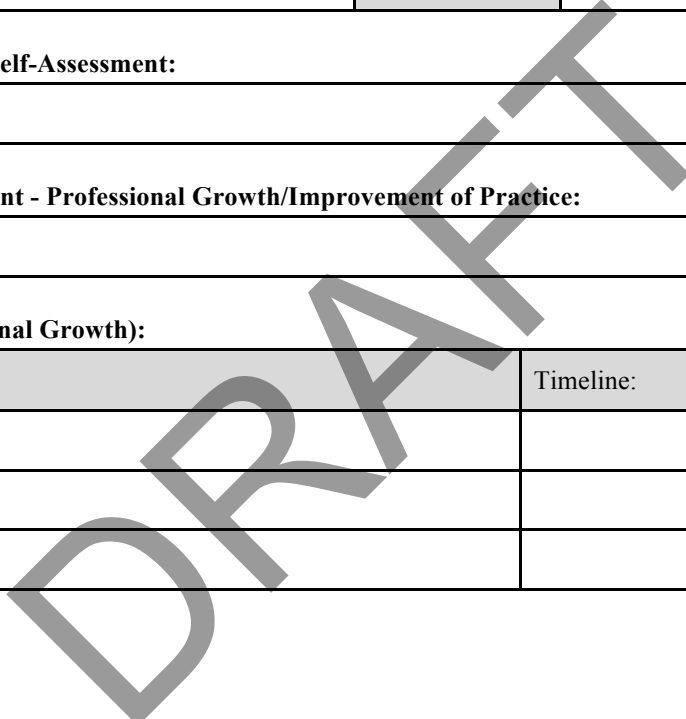
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SMART Goal Statement - Professional Growth/Improvement of Practice:

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Action Plan (Professional Growth):

Action Step:	Timeline:



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Administrator Self-Assessment:

Following the completion of SMART goal setting by the end of September, administrators will meet with their primary evaluator (for most this will be the Superintendent) and finalize SMART goal drafts and action plans as outlined in the above template. Once approved, the evaluator will review the self-assessment form with each administrator. Utilizing the performance rubrics outlined for each domain and standard for leadership, school leaders will track performance and self-assess during the course of the evaluation year. A self-assessment document will be submitted, along with artifacts of professional practice, to the evaluator by May 1. This will provide the evaluator enough time to complete a summative evaluation report to the administrator no later than June 1 of the evaluation year.

[Self-Assessment Template for Administrators](#)

Administrator Summative Evaluation:

District and school-based administrators will receive a completed summative evaluation no later than June 1 of the evaluation year. The summative evaluation will assess performance in each domain of leadership utilizing rubrics with criteria identified by performance level for each standard. Each administrator will receive an overall rating of 4 - Highly Effective; 3 - Effective; 2 - Needs Improvement; 1 - Does Not Meet.

Highly Effective ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the basic level. Proficient principals demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Needs Improvement ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Basic level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated Basic is expected. If, by the end of 3 years, performance is still Basic, there is cause for concern.

Does Not Meet ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Does Not Meet* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:

1. Review all evidence collected.
2. For each of the six domains, determine the rating (*Exemplary, Proficient, or Does Not Meet*) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating.

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Highly Effective (4)	Effective (3)	Needs Improvement (2)	Does Not Meet (1)
Highly Effective on at least 3 standards AND No rating below Effective on any Standard	Effective on at least 3 standards AND No rating below Needs Improvement on any Standard	Needs Improvement on at least 4 Standards	Does Not Meet on at least 2 Standards

[Summative Evaluation Report Template](#)

Implications Based on Level of Performance from Proficiency Standards and the Process for Identifying Professional Development

“Highly Effective” or “Effective”

Principals performing at the *“highly effective”* or *“effective”* level of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year’s goals.

Principals whose evaluation ratings are in the *“highly effective”* or *“effective”* range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in NGSS) or explore an area outside one of the domains (e.g. technology).

“Needs Improvement” or “Does Not Meet”

Principals that receive a *“needs improvement”* or *“does not meet”* rating in any of the six domains will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that are in need of improvement. Principals performing below proficient may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and supervisors may frequently meet to support development.

A principal with a score of *“needs improvement”* or *“does not meet”* in more than one domain for any single year could be considered for immediate release from district employment, unless otherwise specified by district policies or agreements. A principal who receives a performance score of *“needs improvement”* or *“does not meet”* in any one of the six domains for two consecutive years should be considered for immediate release from district employment. A monitored growth plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the proficient level.

When a principal is placed on a monitored growth plan, he or she may require additional support. When placed on the monitored growth plan, a second district-level administrator, who will participate in determination of the evaluative performance ratings with the principal’s current supervisor, will observe the principals.

A principal also may be considered for dismissal if he or she receives a *“does not meet”* rating on even one domain in any given year if sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

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Principals whose evaluation results in “*basic*” or “*does not meet*” ratings in any of the six domains must focus their professional development for the upcoming school year on the domain(s) that fell below proficient. The professional development activities should vary between individual activities, such as working with a mentor and group activities, such as attendance at specific workshops. Eighty percent of all professional development activities in this year should be directly connected to the domain(s) that fell below proficient. The professional development activities must impact change.

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Training for Educators and Evaluators:

Over the course of a school year all educators and evaluators engage in training on all components of the Educator Effectiveness Model. Districtwide Professional Development resources and time are committed to every stage of the evaluation cycle, from SMART goal setting in the fall, to summative/formative evaluation meetings in the late spring. Building leaders and primary evaluators collaborate with one another and share best practice with respect to classroom observations, evaluation narratives, analysis of SMART goal action plans, and synthesis of submitted professional artifacts from educators. By working together as a leadership team, evaluators can establish inter-rater reliability and lend greater credibility to the performance evaluation process across all schools and content areas.

Training Timeline:

<p><u>August/September:</u></p> <ul style="list-style-type: none">• Building leaders disseminate copies of Cape Elizabeth’s Educator Effectiveness Model to all staff and review essential components: evaluation cycles (probationary and continuing contract), the Marshall Domains and Standards of Effective Teaching, SMART goal setting, student growth measures, mini-observations, peer coaching/collaboration, submission of professional artifacts, formative/summative evaluation, and the summative effectiveness rating.• New staff will be oriented in small groups on all components of the evaluation cycle.• Primary evaluators will receive training in the domains and standards of the Marshall rubric, how to document performance relative to the rubric during classroom visits and mini-observations, and will collaborate to establish inter-rater reliability across buildings. Evaluators will also train on delivering feedback following a mini-observation or a full period observation with a pre and post conference.• Primary evaluators will meet to discuss training needs, team development of student growth measures, and assessment of student cohorts for SMART goal setting in October.• All educators will receive their primary evaluator assignment, in writing, no later than October 1.
<p><u>October:</u></p> <ul style="list-style-type: none">• Educator teams work with primary evaluators to discuss student cohort performance and begin identifying necessary areas for growth (specific content and skill areas targeted). Staff meeting time and PLT time dedicated to SMART goal setting: training and educator team collaboration.• Teachers work in teams, with support from primary evaluators, to identify student SMART goals and two student growth measures used to benchmark progress.• Educators work with primary evaluators to identify a professional practice SMART goal and develop action steps outlining how colleagues can support/assist in further professional development.
<p><u>November:</u></p> <ul style="list-style-type: none">• November 1: Educators finalize SMART goals for both student learning and professional practice, and receive feedback from primary evaluators who must sign off on both goals.• Primary evaluators meet to establish guidelines and expectations for mini-observations. Each evaluator shares a couple of observations and discusses feedback given to educators as a result of the classroom visit. Evaluators establish norms with respect to frequency of visits and timeliness of feedback.
<p><u>December-June:</u></p> <ul style="list-style-type: none">• Primary evaluators meet once per month to discuss progress, mini-observation reports, educator submittal of professional practice artifacts, collaborative peer coaching progress in PLTs, monitoring of SMART goal action plans, and upcoming formative/summative evaluation reports.

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- Teacher evaluation committee meets bi-monthly to assess implementation of new model, troubleshoot any issues related to different components of the model, and exchange possible modifications/refinements to the process.
- Primary evaluators train educators on meeting the peer coaching/collaboration requirement and submitting professional practice artifacts.

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**Cape Elizabeth Public Schools:
Administrator Evaluation Template**

Name:		Title:	
Evaluator:		Date:	

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring a principal's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The principal is recognized as the leader of the school who continually improves his or her practice.

Standards:

1. The principal develops a professional growth and learning plan to improve his or her professional practice.
2. The principal engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The principal demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART goals for professional growth and development are established annually and reviewed mid-year by the principal and his or her evaluator.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.
4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities within the district, state, and nation.
6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

Rubric for Domain 1: Professional Growth and Learning

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measurable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan as appropriate.	Writes a clear plan that incorporates SMART goals and multiple forms of school data.	Plan lacks SMART elements and includes limited forms of data.	Does not write an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking mentor feedback and expertise.	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning

Professional Growth and Learning Plan	
Engagement and Monitoring of Plan	
Self-Reflection	

Comments:

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the principal's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The principal collects and analyzes data and information utilizing assessment and accountability systems.
2. The principal ensures that clear and measurable school goals are established and focus on improving student achievement.
3. The principal ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.
4. The principal ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the principal identifies an issue that exists within the school. Working together with staff, the principal develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.
3. The degree to which a principal achieves school achievement goals.
4. The degree to which a principal achieves individual student achievement goals.
5. School Improvement Plan (SIP) is written by school leaders, shared with the staff, and monitored by school leaders.
6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Rubric for Domain 2: Student Growth and Achievement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	Models the process of developing shared ownership of school achievement goals.	Develops and implements clear, measureable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Student Growth and Achievement

Data Collection and Analysis	
Goals for School Achievement	
Goals for Student Achievement	
Program and Intervention Practices	

Comments:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the principal's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The principal collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The principal monitors and evaluates progress and revises school improvement plans.
3. The principal ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The principal develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School Improvement Plan (SIP).
2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, SAT/ACT scores, NWEA data, TerraNova data, NECAP data, PBIS, AP scores, student work samples, formative and summative teacher-administered test data, use of school-wide rubrics, special recognitions and accomplishments).
3. Minutes, agenda, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.
4. Principal self-reports.
5. 360-degree survey feedback from staff and parents.
6. District records.
7. Teacher and staff interviews and focus groups.

Rubric for Domain 3: School Planning and Progress

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
School Improvement Plan (SIP)	Develops a SIP that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive SIP, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write a SIP.
Monitors SIP	Continually monitors the SIP with staff to ensure SIP implementation.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of SIP implementation.	Does not monitor SIP.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are regularly examined and revised, with an eye toward making instruction more focused and efficient.	Ensures that the written curriculum has been unpacked so that essential elements are identified and monitored.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

School Improvement Plan	
Monitoring School Improvement Plan	
Rigorous and Coherent Curriculum	
Instructional Capacity and Development of Staff	

Comments:

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Domain 4: School Culture

Descriptor: This domain focuses on the principal's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The principal promotes and protects the welfare and safety of students and staff.
2. The principal obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The principal develops the capacity for distributed leadership.
4. The principal acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. 360-degree survey feedback from staff.
3. Observations.
4. Recruitment and retention of faculty and students.
5. Stakeholder participation in school activities, clubs, or functions.
6. Stakeholder involvement in other school or community events.
7. Attendance rates, discipline rates.
8. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly school environment; Ongoing monitoring of staff's perception.	Ensures that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, technological resources necessary to support teaching and learning. Monitors how resources and efficiencies influence instruction and achievement.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Utilizes information from effectiveness reflection to intervene and provide direct support when delegation of authority or teacher input systems don't function positively.	Ensures that input is regularly collected from staff; appropriately delegates responsibilities. Monitors the effectiveness of input and distributed leadership.	Attempts to collect input from staff and delegates some responsibilities, but does not complete the task or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges accomplishments of the school and individuals. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishments.

Score for Domain 4: School Culture

Routines and Procedures for a Safe and Orderly Environment	
Management of Fiscal, Operational, and Technological Resources	
Distributed Leadership and Collaboration	
Recognition of Success	

Comments:

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Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures a principal's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The principal promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The principal supervises instruction.
3. The principal monitors and evaluates the impact of the instructional program.
4. The principal promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal Teacher Evaluation System with faculty and staff.
2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.
3. Portfolio artifacts of principal performance aligned to state, district or national professional standards.
4. Written values and beliefs reflect high expectations for all students.
5. School vision includes a focus on student academic achievement and health social/emotional development.
6. The degree to which a principal achieves goals from Professional Growth Plan.
7. Observations by peers and evaluator of principal practice.
8. 360-degree survey feedback.
9. Self-reflections from principals.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Vision	Engages stakeholders in developing a vision for high student achievement and college readiness, and implements the vision through effective stewardship.	Engages stakeholders in developing a vision for high student achievement and college readiness.	Develops a vision for high student achievement and college readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college readiness.
Supervision and Evaluation of Faculty	Conducts a formal, annual evaluation of all faculty and staff and provides written, actionable feedback; Ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data; Develops highly effective action plans, based on all available data, to improve teacher performance.	Evaluates a majority of faculty and staff annually; Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, and provides clear feedback on performance; Monitors the extent to which teacher evaluations are consistent with student achievement data.	Evaluates less than half of all faculty and staff annually; Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff; Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions, or improve how he or she performs or is perceived.	Performs with integrity and the best interest of all students; Monitors staff perceptions, while ensuring communication and action are evidence of such performance.	Performs with integrity and the best interest of all students but does so sporadically and inconsistently.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

Vision	
Supervision and Evaluation of Faculty and Staff	
Instructional Program	
Integrity and Ethics	

Comments:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the principal's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:

1. The principal promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The principal builds and sustains positive relationships with families and caregivers.
3. The principal builds and sustains productive relationships with community partners.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.
3. Awards and local school recognitions.
4. Newsletters or media brochures or other communication feedback measures, and district observations.
5. Interactive website or social networking technologies for students, parents, and community.

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Understanding the Community	Continually monitors the school program and facilitates ongoing dialogue with the community to optimize the functioning of the school.	Ensures that community input is considered in development of the school program to ensure optimal functioning of the school.	Attempts to solicit community input, but does not complete the task or does so partially.	Does not solicit community input regarding the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture in which all families are welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a shared responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

Understanding the Community	
Relationships with Families	
Relationships with Community Members	

Comments:

Overall Rating:

Domain 1: Professional Growth and Learning	
Domain 2: Student Growth and Achievement	

Domain 3: District Planning and Progress	
Domain 4: District Culture	
Domain 5: Professional Qualities and Instructional Leadership	
Domain 6: Stakeholder Support and Engagement	
Overall:	

Comments:

Assigning an Evaluation Rating

Each principal annually receives summative rating in one of 4 levels:

1. *Exemplary*
2. *Proficient*
3. *Basic*
4. *Does Not Meet*

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the basic level. Proficient principals demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Basic level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated Basic is expected. If, by the end of 3 years, performance is still Basic, there is cause for concern.

Does Not Meet ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Does Not Meet* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:

1. Review all evidence collected.
2. For each of the six domains, determine the rating (*Exemplary, Proficient, or Does Not Meet*) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating.

Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet (1)
Exemplary on at least 3 standards AND No rating below Proficient on any Standard	At least Proficient on at least 3 standards AND No rating below Basic on any Standard	At least Basic on at least 4 Standards	Does Not Meet on at least 2 Standards

Implications Based on Level of Performance from Proficiency Standards (Exemplary, Proficient, Basic, Does Not Meet) and the Process for Identifying Professional Development

"Exemplary" or "Proficient"

Principals performing at the "exemplary" or "proficient level" of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year's goals.

Principals whose evaluation ratings are in the "exemplary" or "proficient" range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in NGSS) or explore an area outside one of the domains (e.g. technology).

"Basic" or "Does Not Meet"

Principals that receive a "basic" or "does not meet" rating in any of the six domains will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that are in need of improvement. Principals performing below proficient may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and supervisors may frequently meet to support development.

A principal with a score of "basic" or "does not meet" in more than one domain for any single year could be considered for immediate release from district employment, unless otherwise specified by district policies or agreements. A principal who receives a performance score of "basic" or "does not meet" in any one of the six domains for two consecutive years should be considered for immediate release from district employment. A monitored growth plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the proficient level.

When a principal is placed on a monitored growth plan, he or she may require additional support. When placed on the monitored growth plan, a second district-level administrator, who will participate in determination of the evaluative performance ratings with the principal's current supervisor, will observe the principals.

A principal also may be considered for dismissal if he or she receives a "does not meet" rating on even one domain in any given year if sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

Principals whose evaluation results in "basic" or "does not meet" ratings in any of the six domains must focus their

professional development for the upcoming school year on the domain(s) that fell below proficient. The professional development activities should vary between individual activities, such as working with a mentor and group activities, such as attendance at specific workshops. Eighty percent of all professional development activities in this year should be directly connected to the domain(s) that fell below proficient. The professional development activities must impact change.

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**Cape Elizabeth Public Schools:
Administrator Self Evaluation Template**

Name:		Title:	
Evaluator:		Date:	

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring a principal's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The principal is recognized as the leader of the school who continually improves his or her practice.

Standards:

1. The principal develops a professional growth and learning plan to improve his or her professional practice.
2. The principal engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The principal demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART goals for professional growth and development are established annually and reviewed mid-year by the principal and his or her evaluator.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.
4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities within the district, state, and nation.
6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

Rubric for Domain 1: Professional Growth and Learning

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measurable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan as appropriate.	Writes a clear plan that incorporates SMART goals and multiple forms of school data.	Plan lacks SMART elements and includes limited forms of data.	Does not write an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking mentor feedback and expertise.	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.

Domain 1: Professional Growth and Learning

Professional Growth and Learning Plan (SMART goals) description:
Professional artifacts/evidence and mechanisms used to monitor progress:
Communication to staff/school community:

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the principal's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The principal collects and analyzes data and information utilizing assessment and accountability systems.
2. The principal ensures that clear and measurable school goals are established and focus on improving student achievement.
3. The principal ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.
4. The principal ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the principal identifies an issue that exists within the school. Working together with staff, the principal develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.
3. The degree to which a principal achieves school achievement goals.
4. The degree to which a principal achieves individual student achievement goals.
5. School Improvement Plan (SIP) is written by school leaders, shared with the staff, and monitored by school leaders.
6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Rubric for Domain 2: Student Growth and Achievement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	Models the process of developing shared ownership of school achievement goals.	Develops and implements clear, measurable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Domain 2: Student Growth and Achievement

Data collection and analysis:
Goals for school achievement:
Goals for student achievement:
Program and intervention practices:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the principal's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The principal collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The principal monitors and evaluates progress and revises school improvement plans.
3. The principal ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The principal develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School Improvement Plan (SIP).
2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, SAT/ACT scores, NWEA data, TerraNova data, NECAP data, PBIS, AP scores, student work samples, formative and summative teacher-administered test data, use of school-wide rubrics, special recognitions and accomplishments).
3. Minutes, agenda, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.
4. Principal self-reports.
5. 360-degree survey feedback from staff and parents.
6. District records.
7. Teacher and staff interviews and focus groups.

Rubric for Domain 3: School Planning and Progress

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
School Improvement Plan (SIP)	Develops a SIP that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive SIP, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write a SIP.
Monitors SIP	Continually monitors the SIP with staff to ensure SIP implementation.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of SIP implementation.	Does not monitor SIP.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are regularly examined and revised, with an eye toward making instruction more focused and efficient.	Ensures that the written curriculum has been unpacked so that essential elements are identified and monitored.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Domain 3: School Planning and Progress

School Improvement Plan (24 month plan + SMART goals):
Monitoring School Improvement Plan:
Rigorous and coherent curriculum:
Instructional capacity and development of staff:

Domain 4: School Culture

Descriptor: This domain focuses on the principal’s ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The principal promotes and protects the welfare and safety of students and staff.
2. The principal obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The principal develops the capacity for distributed leadership.
4. The principal acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. 360-degree survey feedback from staff.
3. Observations.
4. Recruitment and retention of faculty and students.
5. Stakeholder participation in school activities, clubs, or functions.
6. Stakeholder involvement in other school or community events.
7. Attendance rates, discipline rates.

8. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly school environment; Ongoing monitoring of staff's perception.	Ensures that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, technological resources necessary to support teaching and learning. Monitors how resources and efficiencies influence instruction and achievement.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Utilizes information from effectiveness reflection to intervene and provide direct support when delegation of authority or teacher input systems don't function positively.	Ensures that input is regularly collected from staff; appropriately delegates responsibilities. Monitors the effectiveness of input and distributed leadership.	Attempts to collect input from staff and delegates some responsibilities, but does not complete the task or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges accomplishments of the school and individuals. Monitors the extent to which people feel recognized for their	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishments.

		contributions.		
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Domain 4: School Culture

Routines and procedures for a safe and orderly environment:
Management of fiscal, operational, and technological resources:
Distributed leadership and collaboration:
Recognition of success:

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures a principal’s leadership knowledge, skills, and behavior competencies as seen in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The principal promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The principal supervises instruction.
3. The principal monitors and evaluates the impact of the instructional program.
4. The principal promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal Teacher Evaluation System with faculty and staff.
2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.
3. Portfolio artifacts of principal performance aligned to state, district or national professional standards.
4. Written values and beliefs reflect high expectations for all students.
5. School vision includes a focus on student academic achievement and health social/emotional development.
6. The degree to which a principal achieves goals from Professional Growth Plan.

7. Observations by peers and evaluator of principal practice.
8. 360-degree survey feedback.
9. Self-reflections from principals.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Vision	Engages stakeholders in developing a vision for high student achievement and college readiness, and implements the vision through effective stewardship.	Engages stakeholders in developing a vision for high student achievement and college readiness.	Develops a vision for high student achievement and college readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college readiness.
Supervision and Evaluation of Faculty	Conducts a formal, annual evaluation of all faculty and staff and provides written, actionable feedback; Ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data; Develops highly effective action plans, based on all available data, to improve teacher performance.	Evaluates a majority of faculty and staff annually; Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, and provides clear feedback on performance; Monitors the extent to which teacher evaluations are consistent with student achievement data.	Evaluates less than half of all faculty and staff annually; Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff; Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions, or improve how he or she performs or is perceived.	Performs with integrity and the best interest of all students; Monitors staff perceptions, while ensuring communication and action are evidence of such performance.	Performs with integrity and the best interest of all students but does so sporadically and in consistently.	Does not perform with integrity and the best interest of all students.

Domain 5: Professional Qualities and Instructional Leadership

Vision:
Supervision and evaluation of faculty and staff:
Instructional program:
Integrity and ethics:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the principal's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:

1. The principal promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The principal builds and sustains positive relationships with families and caregivers.
3. The principal builds and sustains productive relationships with community partners.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.
3. Awards and local school recognitions.
4. Newsletters or media brochures or other communication feedback measures, and district observations.
5. Interactive website or social networking technologies for students, parents, and community.

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Understanding the Community	Continually monitors the school program and facilitates ongoing dialogue with the community to optimize the functioning of the school.	Ensures that community input is considered in development of the school program to ensure optimal functioning of the school.	Attempts to solicit community input, but does not complete the task or does so partially.	Does not solicit community input regarding the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture in which all families are welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a shared responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Domain 6: Stakeholder Support and Engagement

Understanding the community:
Relationships with families:
Relationships with community members: