Attachment B

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Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals

Effective XXX

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Foreword

Three-Phase Revision Plan

The Virginia Department of Education and the Board of Education are involved in a three-phase plan to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals.*

- Phase 1 was completed and approved by the Board of Education in Fall 2019, and the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* became effective in January 2020. These revisions solely addressed the weighting of the performance standards for the evaluation of principals.
- Phase 2 is intended as a bridge between the current and future principal performance evaluation systems. The major revision to the *Guidelines* in Phase 2 is the creation of a new performance standard, *Culturally Responsive and Equitable School Leadership*. The establishment of this performance standard addresses House Bill 1904 (identical to Senate Bill 1196) passed by the 2021 General Assembly requiring that "Evaluations shall include an evaluation of cultural competency." Additionally, minor edits and technical revisions recommended by the workgroup were incorporated in the *Guidelines*.
- Phase 3, beginning in 2022, will involve a comprehensive revision of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, including the development of a model evaluation system. Phase 3 is expected to build on the importance of using multiple data sources and integrating professional development through feedback and coaching into the principal evaluation system.

Part 1: Introduction

Why ~~Good~~Quality Evaluation is ~~Necessary~~Important[1]

Principal evaluation matters because principals ~~school leadership~~ matter~~s~~. Simply put, high quality schools are characterized by high-quality principals. ~~In fact, "school leadership is frequently described as the key element of a high-quality school, and stories of the inspirational and effective principal are plentiful and oft-repeated."[2]~~ Research ~~in the field has~~ consistently has revealed that school leadership has an important impact on student achievement gains or progress over years, and among school factors, is second only to that of teacher quality.[2] In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effects on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy.[3]

Evaluation systems must be of high quality if we are to discern whether our principals are of high quality. The role of a principal requires a performance evaluation system that acknowledges the depth and complexities of the job. Principals have a challenging task in meeting the ~~educational~~ needs of an educationally diverse student population, and good evaluation is necessary to provide ~~the~~ principals with the support, recognition, and guidance they need to sustain and improve their efforts.[4]

Because principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness. The benefits of a rigorous, fair, and data-informed evaluation system are numerous and well documented. A meaningful evaluation focuses on professional standards, and through this focus and timely feedback, ~~enables teachers and~~ leaders can ~~to~~ recognize, appreciate, value, and develop excellent leadership. ~~The benefits of a rigorous evaluation system are numerous and well documented.~~ Goldring and colleagues noted that when the process of evaluation is designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:[5]

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

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

Importance of Recognizing Principal Effectiveness

Characterizing principal effectiveness is important because there is a substantial relationship between the quality of the principal and student achievement. Principal leadership plays an important role in coordinating curriculum, improving instructional programs, staffing instructional programs, supervising and evaluating teaching, monitoring student learning, and buffering staff from interruptions to their work.[6] As noted earlier in this document, school leadership is the second most influential school-level factor on student achievement, falling only behind teacher quality.[7] Research has shown over the years that the effectiveness of a principal can add a significant boost to student performance and may account for up to 15 percent of the overall school effect on student achievement.[8] A meta-analysis of research covering 30 years on the effects of principal leadership practices on student achievement conducted by Waters, Marzano, and McNulty revealed ~~Waters, Marzano, and McNulty conducted a meta-analysis of research on effects of principal-leadership practices on student achievement.[10] After analyzing studies conducted over a 30-year period, they found~~ that the effectiveness of a school's leadership is significantly associated with increased student academic performance.[9] For instance, ~~a number of~~ several leader behaviors related to school vision, ~~such as~~including establishing clear goals and fostering shared beliefs, were associated with student learning. They found the average effect size between leadership and student achievement to be ~~is~~ 0.25. That means a one standard deviation improvement in leadership effectiveness can translate into an increase of about ten percentile points in student achievement on a standardized, norm-referenced test. More recently a pair of studies conducted by Dhuey & Smith in both the United States and Canada found that improving the effectiveness of the principal by one standard deviation would result in student gains of five percentile points and 11 percentile points in reading and seven percentile points and 16 percentile points in math, respectively.[10] In summary, it ~~It~~ is important to recognize that effective principals influence student learning, either directly or indirectly. It also is ~~also~~ important to understand the ways and means by which principals influence their schools' educational programs, family engagement, and community partnerships. Therefore, a rigorous principal evaluation system should be able to discriminate the performance of principals and provide informative feedback for improvement and recognition of strengths.

~~Problems with Current Evaluation Systems~~

~~Unfortunately, even though a principal's effectiveness is recognized as an important factor in improving student achievement, schools rarely measure, document, or use effectiveness ratings to inform decision-making.[12] The result is that it is difficult to distinguish among poor, average, good, and excellent principals. A comprehensive review of principal leadership evaluation practices in the United States indicated that although states and divisions focused on a variety of performance areas (such as management, external environment, or personal traits) when evaluating their principals, they had very limited coverage of leadership behaviors that ensured rigorous curriculum and quality instruction, which are linked with schoolwide improvement for student learning, the ultimate purpose of schooling.[13] When examining the process of principal evaluation more closely, it was found that the usual practices of principal evaluation lacked justification and documentation in terms of the utility, psychometric properties, and accuracy of~~

~~the instruments.[14] Ginsberg and Thompson commented that "the state of research on principal evaluation emphasizes the lack of empirically supported information about best practices."[15]~~

~~Other flaws in the principal evaluation process include:~~

- ~~an absence of meaningful and timely feedback from evaluation to most principals;~~
- ~~a lack of impact and consequence of evaluation;~~
- ~~an absence of clear communication of criteria and standard protocols in principal evaluation;~~
- ~~a lack of relevance of the evaluation to enhance principal motivation and improve performance;[16] and~~

~~inconsistencies in evaluation instruments that do not align with professional standards, which could produce role conflict and subsequent role strain as principals find it challenging to comprehend what they should focus their attention on.[17]~~

Purposes of Evaluation

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

- optimize student learning and growth;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the principal and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.[11]

A high-quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the principal performance standards;
- a focus on the relationship between principal performance and improved student learning and growth;
- the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals' involvement in the evaluation process; and
- a support system for providing assistance, including appropriate training for evaluatees and evaluators, when needed.[12]

Principal Growth and Improvement

A principal's professional growth and continuous improvement impact many aspects of a school community, including student and teacher learning, parent and family engagement, policy implementation, and creating and sustaining a supportive school community. As principals gain experience, they grow and become more effective.[13] However, for this growth and effectiveness to occur, principals need ongoing, high-quality professional development.[14] Using an evaluation system that focuses on professional growth is one way to help principals recognize areas where professional development may help in improving the performance of their duties and responsibilities.

Ensuring principal evaluations are educative – that is, they provide useful, important, and beneficial data – is central to helping principals improve their leadership in making evaluation feedback vital to growth.[15] The principals' evaluations should be rigorous, fair, and equitable, with results that are provided with consistency.[16] Evaluations should ensure principals are provided frequent, specific, and high-quality feedback to help improve practice, as well as a support system that promotes using feedback for growth and professional development.[17] Additionally, ensuring the evaluations are used with fidelity by evaluators who are trained in evaluation will reinforce the growth and development of effective leaders in the schools and their communities.[18]

Purposes of this Document

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

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

> Section 22.1-253.13:5 ~~(~~Standard 5. Quality of classroom instruction and educational leadership~~)~~ of the *Code of Virginia* states, in part, the following:
>
> B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance ~~objectives~~ standards included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, ~~Administrators~~ Principals, and Superintendents*. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the

school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

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

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

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

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* originally approved on February 23, 2012, and subsequently revised on July 23, 2015 and January 10, 2020, provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local principal evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

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

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

What Can School Divisions Modify?

The *Guidelines* provide a uniform approach to principal evaluation which should be used throughout the Commonwealth of Virginia. Certain aspects are prescribed by the *Code of Virginia*, while others are highly recommended based on the research surrounding effective principals and best evaluation practices drawn from experiences in using principal evaluation.

However, the Virginia Department of Education recognizes the importance of providing local school divisions with the flexibility to make certain modifications to the evaluation system to meet their unique needs. The bullets below describe the major components of the evaluation system and what can and cannot be modified.

- Performance Standards: Performance standards should not be modified.
- Performance Indicators: Performance indicators are based on the research relating to effective principals, but school divisions may modify them to meet their needs or areas of focus.
- Performance Rubrics: School divisions may modify performance rubrics, but the *Effective* level is written as the actual performance standard, so it should not be modified. Also note that the descriptions in the rubrics were intentionally constructed in a parallel manner so that the descriptors use similar terminology (i.e., *Highly Effective* uses "role model," *Approaching Effective* uses "inconsistent," and *Ineffective* uses "inadequate" or "fails to."
- Informal Observations/School Site Visits: Observations and school site visits are optional but recommended. The implementation details (e.g., frequency, duration, completion dates) are left to the local school division.
- Documentation Evidence: The use of documentation evidence is optional, but recommended as it provides principals input into their evaluation and provides evidence for those performance standards that are not easily observed.
- Teacher/Staff Surveys: Surveys are optional, but recommended as perceptions of principal performance provide a valuable source of feedback. Survey questions provided in this handbook have been specifically selected to address the performance standards but may be modified by the local school division.
- Measures of Student Progress: The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met in the evaluation is the responsibility of local school boards. Student learning should be determined by multiple measures of student academic progress (e.g., progress tables, goal setting for student achievement, other valid measures).
- Other Data Sources: Data sources other than those specified above (e.g., conferences, meetings) may be used as determined by the local school division.
- Rating Levels: The rating level names are highly recommended but may be modified by the local school division.
- Interim Evaluation: All beginning principals should receive an interim review to provide systematic feedback prior to the summative evaluation.
- Summative Evaluation: The *Code of Virginia* requires all principals to receive a summative evaluation.
- Single Summative Rating: All principals will receive a single summative rating to provide an overall rating of the principal's performance. The *Guidelines* provide suggested weightings.

- Forms: The forms provided in the *Guidelines* have been developed to include the required information, but school divisions may modify them as needed.

Part 2: Uniform Performance Standards for Principals

The uniform performance standards for principals are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Defining Principal Performance Standards

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

The expectations for professional performance are defined using a two-tiered system consisting of ~~approach of~~ eight performance standards and multiple performance indicators affiliated with each performance standard intended~~.~~ to define the expectations for principal performance. Principals will be rated on the performance standards using performance rubrics, which are presented in Part 5.

Performance Standards

Performance standards define the criteria expected when principals perform their major duties. For all principals, there are ~~seven~~ eight performance standards as shown in Figure 2.1.

Figure 2.1: *Performance Standards*

1. Instructional Leadership *The principal ~~fosters~~ drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*
2. School Climate *The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.*
3. Human Resources ~~Management~~Leadership *The principal ~~fosters effective~~ provides human resources ~~management~~ leadership by ~~assisting with selection and induction, and by~~ selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.*
4. Organizational Management *The principal ~~fosters~~ cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

5. Communication and Community Relations *The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*
6. Culturally Responsive and Equitable School Leadership[a] *The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.*
~~6~~7. Professionalism *The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.*
~~7~~8. Student Academic Progress *The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.*

Performance Indicators

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

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

[a] The VDOE Department of Diversity, Equity, and Inclusion recommends the following resources: Navigating EdEquityVA Roadmap: (Glossary of Key Terms – pp. 9-10; Virginia Equity Priorities: *Increasing the Cultural Competency of Virginia's Educator Workforce* – p. 21; Culturally Responsive Educators-Competencies – p. 23); Report of Virginia's African American History Education Commission (Subcommittee on Professional Development-Defining Key Terms – p. 14; *Defining Culturally Responsive Practice for Virginia Educators* – pp. 16-18); PD Recommendations − p. 19); and *EdEquityVA Webpage on CR Resources*.

Performance Standard 1: Instructional Leadership
The principal ~~fosters~~ drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and ~~sustainment~~ implementation of a compelling shared vision for educational improvement and works collaboratively with ~~staff,~~ students, parents/caregivers, staff, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress~~,~~ and that lead to school improvement.

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

1.~~3~~4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions ~~to~~ that improve classroom instruction, increase student achievement, and ~~improve~~ maximize overall school effectiveness.

1.~~4~~5 ~~Possesses~~ Acquires and shares knowledge of research-based instructional best practices in the classroom.

1.~~5~~6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.~~6~~7 ~~Provides teachers with~~ Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

1.~~7~~8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/caregivers, and to inform instructional practices.

1.~~8~~9 Provides collaborative leadership for the design and implementation of ~~effective and~~ efficient schedules that protect and maximize instructional time.

1.~~9~~10 Provides the expectation and focus for ~~continued~~ continuous learning of all members of the school community.

1.~~10~~11 Promotes and s~~S~~upports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.

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

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

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

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Uses data and i~~I~~ncorporates knowledge of the social, cultural, ~~leadership~~ emotional, and ~~political~~ behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

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

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

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

2.5 ~~Maintains a collegial environment and supports the~~ Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.

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

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

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

2.9 Develops and/or implements best practices in schoolwide behavior management ~~that are effective within the school community~~ and communicates behavior management expectations to students, ~~teachers, and~~ parents/caregivers, staff, and other stakeholders.

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

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student ~~and values every student as an important member of the school community.~~

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

Performance Standard 3: Human Resources ~~Management~~ Leadership
The principal ~~fosters effective~~ provides human resources ~~management~~ leadership by ~~assisting with selection and induction, and by~~ selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively ~~participates~~ leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

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

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

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally. ~~and gain self-confidence in their skills.~~

Performance Standard 4: Organizational Management
The principal ~~fosters~~ cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision ~~efficiently for the physical plant and~~ of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

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

4.~~4~~5 Analyzes data to identify and plan for ~~Identifies potential~~ organizational, operational, or resource-related problems and ~~deals with~~ resolves them in a timely, consistent, and ~~effective~~ appropriate manner.

4.~~5~~6 ~~Establishes and uses accepted procedures to~~ D~~d~~evelops short- and long-term goals ~~through effective allocation of resources~~ to improve organizational and operational efficiency and impact.

4.~~6~~7 Reviews fiscal records regularly to ensure accountability for all funds.

4.~~7~~8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.~~8~~9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.~~9~~10 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

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

5.2 Collaborates with stakeholders to develop and c~~C~~ommunicate~~s~~ long- and short-term goals and the school improvement plan ~~to all stakeholders~~.

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

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

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

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

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

5.~~7~~8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.~~8~~9 Collaborates and networks with colleagues and stakeholders to ~~effectively~~ ~~utilize~~ capitalize on the resources and expertise available in the local community.

5.~~9~~10 Advocates for students and acts intentionally to influence family, school, and ~~local,~~ division~~, and state~~ decisions affecting student learning.

5.1~~0~~1 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Performance Standard 6: Culturally Responsive and Equitable School Leadership*
The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

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

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

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

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

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

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

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

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

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

*Note: Equity denotes the fairness of opportunities for student learning and success.

Standard 6: Developed by Virginia Department of Education with adaptations from the VDOE Principal Evaluation Work Group, October-November, 2021

Performance Standard ~~6~~7: Professionalism
The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

~~6~~7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes ~~on a~~ daily ~~basis~~.

~~6~~7.2 Works within legal, ethical, and professional ~~and ethical~~ guidelines to improve student learning and to meet school, division, state, and federal requirements.

~~6~~7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

~~6~~7.4 Models professional behavior and is culturally responsive ~~competency~~ to students, parents/caregivers, staff, and other stakeholders.

~~6~~7.5 Maintains confidentiality.

~~6~~7.6 Maintains a positive, ~~and~~ forthright, and respectful attitude.

~~6~~7.7 Provides leadership in sharing ideas and information with staff and other professionals.

~~6~~7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, ~~and~~ support, and enhance the vision, mission, and goals of the school division.

~~6~~7.9 ~~Assumes responsibility for~~Engages in personal professional development ~~to~~ that positively impacts school effectiveness. ~~by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.~~

~~6~~7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Performance Standard ~~7~~8: Student Academic Progress
The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

~~7~~8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

~~7~~8.2 ~~Utilizes~~ Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress ~~and school improvement~~.

~~7~~8.3 Communicates assessment results to multiple internal and external stakeholders.

~~7~~8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

~~7~~8.5 ~~Utilizes~~ Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

~~7~~8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

~~7~~8.7 Demonstrates responsibility for school academic achievement through proactive interactions with ~~faculty/staff,~~ students, parents/caregivers, staff, and other stakeholders.

~~7~~8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

~~7~~8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

~~7~~8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Note: Performance Standard ~~7~~8: If a principal effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard ~~7~~8: Student Academic Progress – would be positive. The Virginia principal evaluation system includes the documentation of student growth as indicated within Standard ~~7~~8 and recommends that the evidence of progress be reviewed and considered throughout the year. Trend analysis, along with your data analysis tools, should be used where applicable.

Part 3: Documenting Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the principal's work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on principal performance.

Figure 3.1: *Suggested Documentation Sources for Principal Evaluation*

Data Source	Definition
Self-Evaluation (Recommended)	Self-evaluation reveals principals' perceptions of their job performance. Results of ~~a~~ self-evaluation should inform principals' personal goals for professional development.
Informal Observation/ School Site Visits (Recommended)	Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
~~Portfolio/~~ Documentation ~~Log~~Evidence (Recommended)	~~Portfolios/d~~ Documentation ~~L~~logs evidence ~~provide documentation~~ includes items generated by principals as evidence of meeting the ~~seven~~ eight performance standards.
Teacher/Staff Survey (Recommended)	~~Climate~~ Ssurveys provide information to principals about perceptions of job performance. The actual survey responses are seen only by the principal who prepares a survey summary for inclusion in the ~~portfolio/document log.~~documentation ~~Log~~evidence.
Goal Setting (Recommended)	Principals, in conjunction with their evaluators, set goals for professional growth and school improvement.

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

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

~~Alignment of Performance Standards with Data Sources~~

~~Whether a principal is meeting the performance standards may be evidenced through multiple data sources. Figure 3.2 shows the alignment of performance standards by data sources.~~

Figure 3.2: Aligning Multiple Data Sources with Performance Standards

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

** Survey summaries are part of the portfolio/documentation log.*
X = Primary Data Source / = Secondary Data Source

Evaluators may choose to use the *Formative Assessment Form* at the end of the chapter to document evidence from any of these sources.

Self-Eevaluation

Self-evaluation is a process by which one may judge reflect on the effectiveness and adequacy of his or her performance, effects, knowledge, and beliefs for the purpose of self-improvement.[19] By thinking about what works, what does not work, and what types of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.[20] Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help a principal to target areas for professional development. A sample *Principal Self-Eevaluation Form* is provided on the following pages.

SAMPLE Principal Self-~~E~~evaluation Form

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

Principal: _____ Date: _____

1. Instructional Leadership

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

Areas of strength:

Areas needing work/strategies for improving performance:

2. School Climate

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

Areas of strength:

Areas needing work/strategies for improving performance:

3. Human Resources ~~Management~~ Leadership

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

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Management

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

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations

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

Areas of strength:

Areas needing work/strategies for improving performance:

6. Culturally Responsive and Equitable School Leadership

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

Areas of strength:

Areas needing work/strategies for improving performance:

~~6~~7. Professionalism

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

Areas of strength:

Areas needing work/strategies for improving performance:

~~7~~8. Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:

Informal Observations/School Site Visits

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

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

SAMPLE Informal Observation/School Site Visit Form

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

Principal's Name: _____ Date: _____

Evaluator's Name: _____

Performance Standard 1. Instructional Leadership

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

Suggested Guiding Questions/Prompts:

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

Comments:

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.

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

- *Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- ~~*Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*~~ *Explain how you model desired or expected behaviors and characteristics for students and staff.*
- *How do you foster positive school attendance for students?*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived ~~this year~~ to make the school environment more academically rigorous?*

Comments:

Performance Standard 3: Human Resources ~~Management~~ Leadership
The principal ~~fosters effective~~ provides human resources ~~management~~ leadership by ~~assisting with selection and induction, and by~~ selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.

Suggested Guiding Questions/Prompts:

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

Comments:

Performance Standard 4: Organizational Management

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

Suggested Guiding Questions/Prompts:

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

Comments:

Performance Standard 5: Communication and Community Relations

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

Suggested Guiding Questions/Prompts:

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

Comments:

Performance Standard 6: Culturally Responsive and Equitable School Leadership
The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

Suggested Guiding Questions/Prompts

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

Comments:

Performance Standard ~~6~~7: Professionalism
The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.

Suggested Guiding Questions/Prompts:

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

Comments:

Performance Standard ~~7~~8: Student Academic Progress
The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

Suggested Guiding Questions/Prompts:

- *What is the goal setting process in your school for student academic achievement?*
- *What role do stakeholders play in developing and monitoring the school improvement plan?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *What data are used to measure student academic progress, and how does research support its use as a measure of progress?*
- *Please explain how interventions are designed, ~~and~~ implemented, and evaluated to support student learning.*
- *What type of mid-course corrective actions do you take to accomplish desired student academic outcomes?*
- *How do you empower teachers to be truly engaged in improving student success?*

Comments:

Evaluator's Signature _____ Date _____

~~Portfolio/~~Documentation Evidence ~~Log~~

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

Documentation provides evaluators with information related to specific standards and provides principals with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a principal's effort to document exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously identified deficiency.

Artifacts should be authentic and ~~are~~ not created solely ~~for the portfolio or documentation log,~~ as documentation evidence. ~~but are readily reviewed in portfolio/document log form.~~ They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. ~~Within that binder or folder the log, p~~Principals may organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented. One to three quality artifacts per standard are recommended.

~~Portfolios~~

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

~~A sample of the table of contents for a portfolio is provided on the next page. The principal may complete a table of contents for each performance standard including the activity names and any comments and place the artifacts immediately behind it.~~

SAMPLE Portfolio Table of Contents

Standard _____	
Activity Name	**Principal Comments (Optional)**

~~**Document Logs**~~

~~Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division.~~

A sample *Documentation ~~Log~~ Evidence Cover Sheet* is provided on the following page. This sheet is designed to help a principal organize documents. Also, the sheet provides examples of the types of material a principal might consider providing to show evidence of ~~proficiency~~ effectiveness in the ~~seven~~ eight performance standards.

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

SAMPLE Documentation ~~Log~~ Evidence Cover Sheet

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

Principal: _____

School: _____ School Year: _____

Standard	~~Documentation~~ Evidence Included	Principal Reflective Comments
1. Instructional Leadership *The principal ~~fosters~~ drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*		
2. School Climate *The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.*		
3. Human Resources ~~Management~~ Leadership *The principal ~~fosters effective~~ provides human resources ~~management~~ leadership by ~~assisting with selection and induction, and by~~ selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.*		

4. Organizational Management *The principal ~~fosters~~ cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*		
5. Communication and Community Relations *The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.*		
6. Culturally Responsive and Equitable School Leade *The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.*		
~~6~~7. Professionalism *The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.*		
~~7~~8. Student Academic Progress *The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.*		

~~Sample: Documentation Log Cover Sheet~~ ~~Page 1 of 2~~

Principals are strongly encouraged to reflect on their artifacts although this is optional based on school division policy. School divisions may modify this form to allow principals to provide reflections, either on the actual artifact or via electronic platform tools.

Suggested documentation that may be included: *(This list is intended to provide examples and will vary based on the school's unique characteristics.)*

1. Instructional Leadership: school improvement plan; strategic plan; vision/mission/core belief statements; staff evaluation grid; leadership/school improvement team agendas; building administrator responsibility chart; professional goals; master schedule; student progress monitoring data; schedules for students in the alternative education program; project-specific summaries of a goal; compliance with *Standards of Accreditation*; program development; staff development plan; school committees and members; classroom observation feedback provided to teachers.

2. School Climate: monthly discipline report; monthly attendance report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; teacher/staff appreciation; summary of surveys of staff; student recognition; student groups/clubs.

3. Human Resources ~~Management~~ Leadership: staff evaluation schedule including observation schedule; evidence of teachers and staff serving as leaders in the school, school division, and school community; monthly discipline report by teacher; teacher licensure renewal schedule; staff evaluations; staff recognition program; Performance Improvement Plans; mentorship program.

4. Organizational Management: building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; attempts to collect outstanding fees and/or obligations ~~uncollected debts~~; inventory records; career and technical education compliance; state and federal mandated ~~special education~~ compliance; ~~long-range goals; short-range goals~~ crisis plans and safely drill documentation; health and medical compliance; completion of annual school safety audit.

5. Communication and Community Relations: faculty meeting agendas; newsletters; PAC/PTO/PTA agendas; event calendars; flyers; optional parent/community survey; ~~W~~web site link; ~~completion of annual school safety~~ audit; Safe School's committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups; social media presence.

~~Sample: Documentation Cover Sheet~~ ~~Page 3 of 3~~

6. Culturally Responsive and Equitable School Leadership: samples of culturally-diverse programs or communications; school-level cultural competency professional learning plans, agendas, presentation materials; titles of culturally-diverse books suggested to or used with the staff; differentiated programs.

~~6~~7. **Professionalism**: staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership; academic course transcripts; sample stakeholder correspondence; public speaking engagements; professional publications and/or conference presentations, and documentation of leadership mentoring or coaching.

~~7~~8. **Student Academic Progress**: analysis of grades for the marking period; documentation of meeting established annual goals (e.g., school improvement plan); progress (value) table data, if available and appropriate; data on student achievement from other valid, reliable sources ~~(e.g., percent of students taking the SATs, pattern of improvement in advanced pass rate on Standards of Learning assessments, etc.~~; evidence of growth in identified student groups; increased student enrollment in and completion of advanced coursework and/or CTE pathways. *See listing in the Goal Setting section of this document.*

Teacher/Staff Surveys

Surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the principal's performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) − in other words, to provide feedback directly to the principal for professional growth and development.

~~Teacher/staff surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.~~

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

The survey asks teachers/staff to report on items that they have directly experienced. The survey questions address the first ~~six~~ seven ~~of the~~ leader performance standards. At the principal's discretion, additional questions may be added to the survey. The table of specifications in Figure 3.3 illustrates the alignment between the survey items and performance standards.

Figure 3.3: Table of Specifications

Principal Performance Standards	**Survey Item #**
1 - Instructional Leadership	~~1, 3, 10, 13, 18~~1-4
2 - School Climate	~~7, 11, 14, 22~~5-8
3 - Human Resources ~~Management~~ Leadership	~~4, 5, 12, 15, 21, 22~~9-13
4 - Organizational Management	~~6, 7, 8, 9, 10, 16, 20~~14-19

Principal Performance Standards	Survey Item #
5 - Communication and Community Relations	~~2, 17, 20, 21, 23~~20-23
6 - Culturally Responsive and Equitable School Leadership	24-28
~~6~~7 - Professionalism	~~11, 19, 24, 25~~29-31

The evaluation survey described above should not be confused with the school surveys that are developed and administered by VDOE on a biennial basis. The VDOE surveys help evaluate school-level teaching conditions and the impact such conditions have on teacher retention and student achievement. Separate VDOE surveys are administered to classroom instructors, staff, and students (https://www.doe.virginia.gov/support/school-climate/index.shtml and https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey).

SAMPLE Teacher/Staff Survey[a]

Principal's Name: _____ Date: _____
Survey Respondent is: ☐ Teacher/Instructional Staff ☐ Support Staff

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

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

The principal…	**E**	**M**	**D**	**N**
1. ~~Is interested in building a quality school which provides quality education.~~ Demonstrates a vested interest in the goals of the school community.				
~~3~~2. ~~Visits my classroom or work space.~~ Is visible and accessible in the school.				
~~13~~3. ~~Keeps class interruptions to a minimum~~ Protects instructional time.				
~~18~~4. ~~Gives~~ Provides leadership in the improvement of instruction.				
~~11~~5. Treats all teachers/staff and students ~~fairly~~ equitably.				
~~14~~6. ~~Assists in the supervision of students in the halls and cafeteria~~ Provides supervision in unstructured settings.				
~~22~~7. Builds/maintains desirable morale level among teachers/staff.				
8. Fosters a caring school climate that is welcoming for staff, students, families, and community members (or other stakeholders).				
~~4~~9. Makes helpful recommendations ~~to me~~ for improvement of performance.				
~~5~~10. Carries out the teacher/staff evaluation program as it is outlined.				
~~12~~11. Supports teachers in conferences with students and/or parents to the extent circumstances permit.				
~~15~~12. Seeks teacher/staff recommendations for meaningful ~~in-service programs~~ professional development.				
13. Provides meaningful professional development.				
~~6~~14. Uses judgment, creativity, and logical thinking in solving problems.				
~~7~~15. Initiates change for the good of students and ~~for the running~~ the improvement of the school.				
~~8. Balances curricular and co-curricular assignments/duties.~~				
~~9~~16. Procures needed materials and equipment.				
~~10~~17. Involves teachers appropriately in decision-making.				
~~16~~18. Keeps paperwork to a minimum.				
~~20~~19. Involves teachers in developing the ~~biannual~~ school improvement plan.				
~~2~~20. Maintains open lines of communication with employees.				
~~17~~21. Keeps teachers/staff informed appropriately of communications from the superintendent and other central office personnel.				

[a] Questions adapted from prior work with Orange County Public Schools

The principal…	E	M	D	N
22. Gives constructive criticism to teachers in private.				
~~23~~23. ~~Listens to the views of~~ Seeks to problem-solve with students, parents, and other ~~citizens~~ stakeholders ~~and implements their recommendations when feasible~~.				
24. Demonstrates an appreciation of teacher/staff and student cultural diversity.				
25. Provides equal opportunities to teachers/staff and students regardless of their gender, culture, or political views.				
26. Uses disaggregated data to implement policies and programs which addresses differentiated student needs.				
27. Builds organizational capacity to create and maintain an affirming school environment.				
28. Encourages and models civil discourse among teachers/staff and students who may have different viewpoints on cultural issues.				
~~19~~29. ~~Keeps current on~~ Shares current educational research, ~~and~~ trends, and best practices with stakeholders.				
~~24~~30. ~~Displays a pleasant disposition~~ Models professionalism.				
~~25~~31. ~~Earns respect from teachers~~ Maintains positive rapport with teachers/staff.				

~~Sample: Teacher/Staff Survey Page 2 of 2~~

COMMENTS:

SAMPLE Survey Summary Form

Principal's Name: _____ Date: _____

School: _____ School Year: _____-_____

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

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? _____**%**

Teacher/Staff Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:

A) What did teachers/staff perceive as your major strengths?

B) What did teachers/staff perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?

SAMPLE Formative Assessment Form

Note: The formative assessment form is included as an option to be used if it is determined to be in the best interest of the local school division.

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

Principal's Name: _____ Date: _____
Evaluator's Name: _____

Performance Standard 1: Instructional Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and ~~sustainment~~ implementation of a compelling shared vision for educational improvement and works collaboratively with ~~staff,~~ students, parents/caregivers, staff, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress~~,~~ and that lead to school improvement.

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

1.~~3~~4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions ~~to~~ that improve classroom instruction, increase student achievement, and ~~improve~~ maximize overall school effectiveness.

1.~~4~~5 ~~Possesses~~ Acquires and shares knowledge of research-based instructional best practices in the classroom.

1.~~5~~6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.~~6~~7 ~~Provides teachers with~~ Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

1.~~7~~8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/caregivers, and to inform instructional practices.

1.~~8~~9 Provides collaborative leadership for the design and implementation of ~~effective and~~ efficient schedules that protect and maximize instructional time.

1.~~9~~10 Provides the expectation and focus for ~~continued~~ continuous learning of all members of the school community.

1.~~10~~11 Promotes and s~~S~~upports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress. ~~Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.~~

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

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

Comments:

Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Uses data and i~~I~~ncorporates knowledge of the social, cultural, ~~leadership~~ emotional, and ~~political~~ behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

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

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

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

2.5 ~~Maintains a collegial environment and supports the~~ Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.

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

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

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

2.9 Develops and/or implements best practices in schoolwide behavior management ~~that are effective within the school community~~ and communicates behavior management expectations to students, ~~teachers, and~~ parents/caregivers, staff, and other stakeholders.

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

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student ~~and values every student as an important member of the school community.~~

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

Comments:

Performance Standard 3: Human Resources ~~Management~~ Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively ~~participates~~ leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

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

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

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally~~ and gain self-confidence in their skills.~~

Comments:

Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision ~~efficiently for the physical plant and~~ of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

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

4.~~4~~5 Analyzes data to identify and plan for ~~Identifies potential~~ organizational, operational, or resource-related problems and ~~deals with~~ resolves them in a timely, consistent, and ~~effective~~ appropriate manner.

4.~~5~~6 ~~Establishes and uses accepted procedures to~~ D~~d~~evelops short- and long-term goals ~~through effective allocation of resources~~ to improve organizational and operational efficiency and impact.

4.~~6~~7 Reviews fiscal records regularly to ensure accountability for all funds.

4.~~7~~8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.~~8~~9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.~~9~~10 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

5.2 Collaborates with stakeholders to develop and c~~C~~ommunicate~~s~~ long- and short-term goals and the school improvement plan ~~to all stakeholders~~.

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

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

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

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

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

5.~~7~~8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.~~8~~9 Collaborates and networks with colleagues and stakeholders to ~~effectively utilize~~ capitalize on the resources and expertise available in the local community.

5.~~9~~10 Advocates for students and acts intentionally to influence family, school, and ~~local,~~ division~~, and state~~ decisions affecting student learning.

5.1~~0~~1 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

Performance Standard 6: Culturally Responsive and Equitable School Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

Comments:

Performance Standard ~~6~~7: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

~~6~~7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes ~~on a~~ daily ~~basis~~.

~~6~~7.2 Works within legal, ethical, and professional ~~and ethical~~ guidelines to improve student learning and to meet school, division, state, and federal requirements.

~~6~~7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

~~6~~7.4 Models professional behavior and is culturally responsive ~~competency~~ to students, parents/caregivers, staff, and other stakeholders.

~~6~~7.5 Maintains confidentiality.

~~6~~7.6 Maintains a positive, ~~and~~ forthright, and respectful attitude.

~~6~~7.7 Provides leadership in sharing ideas and information with staff and other professionals.

~~6~~7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, ~~and~~ support, and enhance the vision, mission, and goals of the school division.

~~6~~7.9 ~~Assumes responsibility for~~ Engages in personal professional development ~~to~~ that positively impacts school effectiveness. ~~by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.~~

~~6~~7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

Performance Standard ~~7~~8: Student Academic Progress
The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

~~7~~8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

~~7~~8.2 ~~Utilizes~~ Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress~~and school improvement~~.

~~7~~8.3 Communicates assessment results to multiple internal and external stakeholders.

~~7~~8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

~~7~~8.5 ~~Utilizes~~ Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

~~7~~8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

~~7~~8.7 Demonstrates responsibility for school academic achievement through proactive interactions with ~~faculty/staff,~~ students, parents/caregivers, staff, and other stakeholders.

~~7~~8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

~~7~~8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

~~7~~8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

Commendations:

Areas of Growth:

Evaluator's Signature _____ Date _____

Evaluator's Name _____

Part 4: Connecting Principal Performance to Student Academic Progress

School leadership is the second most influential school-level factor on student achievement behind teacher quality.[21] ~~Research in the field has consistently revealed that school leadership has an impact on student achievement gains or progress over years.[23]~~ Research has shown the effectiveness of a principal can add an important and significant boost to student performance and accounts for 15 percent of the overall school effect on student achievement.[22] Whereas a teacher's impact is generally direct, a school leader's impact on student achievement is primarily indirect by promoting of a vision and goals, influencing school conditions, affecting teacher quality and placement, driving instructional quality, and ensuring teachers have the resources available and processes in place to be successful.[23] ~~a school with strong leadership can have a positive effect on student learning, whereas a school with ineffective leadership can negatively affect student achievement.[25] Research also strongly supports the argument that ineffective teachers negatively impact students' learning while effective teachers lead to higher student achievement growth. Principals represent a key component in this equation as they~~ Principals are charged with supporting and accurately evaluating teachers, and in many cases, are directly responsible for selecting and retaining them. Therefore, an effective principal is an essential element in a successful school. And, in the converse, research has shown that ineffective principals can have a negative effect on teacher and student performance.[24] Using measures of student academic progress to inform principal evaluation only makes sense because of the ~~most direct measure of teacher quality appears to be student achievement, and principals have a direct impact on teacher quality~~ overarching influence that principals have on school success an student learning. Simply put, schools do not rise above the quality of their principals.

~~Why Connect Principal Performance to Student Academic Progress?~~

~~There are many reasons for including student academic progress as part of the principal evaluation process.~~

- ~~Principals have an indirect, but powerful, influence on student achievement. The effect is most apparent through principals' influence on those who directly interact with students in instructional settings.[26]~~
- ~~Principals influence student achievement through their leadership style[27] and their influence on school climate.[28]~~
- ~~Principals of schools with high student achievement empower teachers to focus on student achievement and to make their own decisions in the classroom.[29]~~
- ~~A strong leader committed to education is a common element in schools with at-risk populations that exceed expectations for student achievement.[30]~~

~~Implementation Concerns~~

~~The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. When deciding to include student academic progress in principal evaluation, divisions need to be aware of several implementation concerns:~~

- ~~The increased focus on using student learning measures in principal evaluation may be new for some principals and their evaluators. Thus, there may be initial concerns to this change in evaluation practices.~~
- ~~Testing programs in many states and school divisions do not fully reflect the taught curriculum, and it is important to choose multiple measures that reflect the intended curriculum.~~
- ~~While the Virginia Department of Education is providing progress (value) table data, this measure will only be calculated for teachers of grades 4–8 in reading and mathematics and in Algebra I through grade 9.~~

Virginia Law

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

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

Methods for Connecting Student Performance to Principal Evaluation

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard ~~7~~8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards. There are three key points to consider in this model:

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

2. For elementary and middle school principals:
   - Progress (value) table data as provided ~~from~~ by the Virginia Department of Education may be used when the data are available and can be used appropriately.[25]
   - *Student Academic Progress Goals* with evidence that the alternative measure is valid may be used. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, Student Growth Assessments, state benchmarks, local or division assessment results) for the school.

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

Figure 4.1 provides guidance for incorporating multiple measures of student academic progress into principals' performance evaluations.

Figure 4.1: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Principal Performance Evaluations*

Principal	Application of Progress Table Data	Other Academic Progress Measures
Elementary School and Middle School	Progress table data*	Measures of student academic progress. • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks, local or division assessment results) that focus on school improvement whenever possible.
High School	Not applicable	Measures of student academic progress other than the progress table data. • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress. • Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks, local or division assessment results) that focus on school improvement whenever possible.

***** When there are not sufficient progress table data to be representative of students in the school, it may be appropriate to use progress table data as one component of the student academic progress standard, incorporating other validated quantitative measures of growth.

Goal Setting

~~One approach to linking student academic progress to principal performance involves building the capacity for principals and their supervisors to interpret an~~ Effective principals place focus on school goals, including student achievement, by supporting, encouraging, and influencing others to accomplish the school's goals and objectives.[26] To accomplish this, effective principals seek professional development on data analysis in order to monitor, compare, and evaluate data trends to interpret and use~~d~~ student achievement data to set target goals for student improvement[27]. Setting goals − not just any goals, but goals set squarely on student performance − is a powerful way to enhance professional performance and, in turn, positively impact student academic progress. *Student Academic Progress Goal Setting* is designed to improve student learning.

In many cases, measures of student performance can be directly documented. A value-added or gain score approach can be summarized by comparing the Student Learning Beginning Score with the End Result as seen in ~~using~~ the equation in Figure 4.2.

Figure 4.2: *Gain Score Equation*

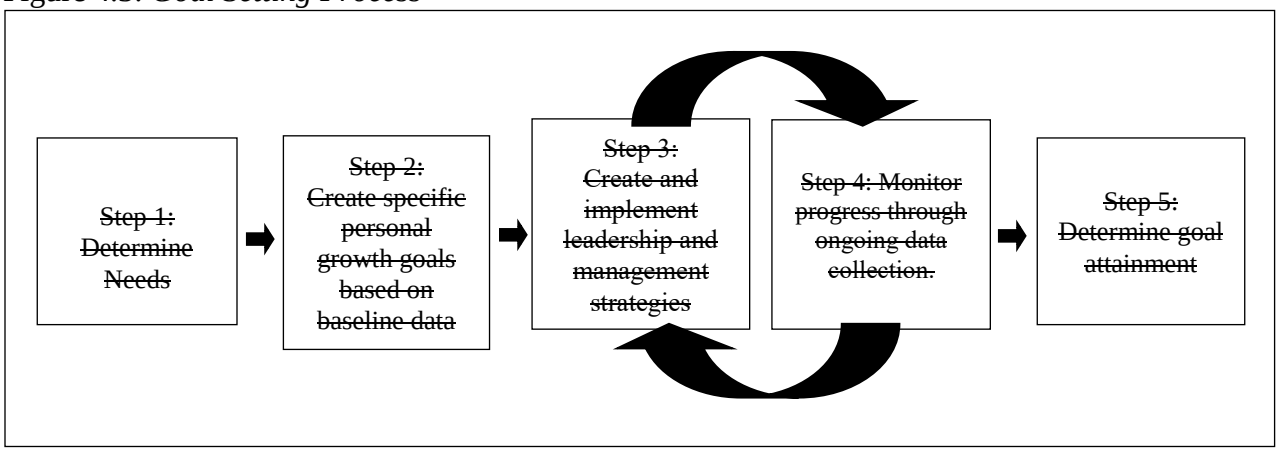
Student Learning End Result
- Student Learning Beginning Score
Student Gain Score

Goal Setting Process

Principals are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The principal's and school goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Progress Goal Setting Form* on the following pages may be used for developing and assessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the measurable difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, principals can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 4.3 depicts these steps.

Figure 4.3: *Goal Setting Process*[28]



Examples of Measures of Student Academic Progress

To be able to measure goal attainment, principals must identify valid measures of student academic progress appropriate to their school settings. Below are suggested focus areas for goal

setting (not intended as an exhaustive list and each school division/school should determine valid measures that are appropriate for each unique school setting) that provide measures of student academic progress that focus on school improvement. Parentheses behind each measure indicate the school level to which the measure applies (elementary, secondary, or both).

~~**Possible Examples of Measures**~~

- Evidence of growth on valid and reliable assessments across reporting groups (both)
- Pattern of improvement in SOL or end of course (EOC) assessment pass rates (both)
- Pattern of improvement in reporting groups achievement on SOL or EOC assessments (both)
- Pattern of improvement across grade levels on SOL or EOC assessments (both)
- Decrease in achievement gaps between and among reporting groups on SOL or EOC assessments (both)
- Pattern of improvement in advanced pass rates on SOL or EOC assessments (both)
- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals (both)
- Evidence of student mastery using performance-based assessments (both)
- Increase in the percentage of English Learners (ELs) making progress or proficiency on the ~~English Language Proficiency assessment~~ World-Class Instructional Design and Assessment (WIDA) and increase in the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments (both)
- Pattern of improvement on formative assessments across designated reporting groups (both)
- Decrease in the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening [PALS] benchmarks for being on track to be proficient in reading by grade 3) (elementary)
- Decrease in achievement gaps, as identified by PALS, between and among reporting groups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one (elementary)
- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten (elementary)
- Increase in the percentage of students making at least one year's growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three (elementary)
- Increase in the percentage of elementary students successfully meeting ~~C~~curriculum-~~B~~based ~~M~~measurement benchmarks in English/reading, mathematics, science, and history and social science (elementary)
- Decrease in the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations (elementary)

- Pattern of increased percentage of first- through third-grade students reading on grade level (elementary)
- ~~Pattern of increased percentage of middle school students taking high school level courses~~
- Increase in examples of nonacademic core middle or high school classes or students receiving prestigious awards ~~on a~~ consistently ~~basis~~ (e.g., art, music, band, speech, theater) (secondary)
- Pattern of increased percentage of students across reporting groups who ~~receive a high school diploma~~ graduate on time (secondary)
- ~~Increase in the number of students enrolled in college-level courses~~
- ~~Pattern of increased number of students earning college credit while in high school~~
- Increase in the number/percentage of students in underperforming reporting groups who enroll in college-level courses in high school (secondary)
- Increase in the number/percentage of students in underperforming reporting groups who earn college credit while in high school (secondary)
- Increase in the number/percentage of students, particularly students from underperforming reporting groups, who ~~enroll in and are successful taking~~ are Algebra ~~I~~ ready by ~~eighth grade~~ the time they enter high school (secondary)
- Decrease in the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma (secondary)
- Pattern of increased attainment of advanced diplomas across reporting groups (secondary)
- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials (secondary)
- Increase in the percent of students ~~taking the SATs~~ engaging in college prep and/or career readiness activities (PSAT, SATs, etc.) (secondary)
- Increase in the percent of ~~minority~~ reporting group students taking Advanced Placement/dual enrollment courses/IB courses (secondary)
- Increase in the number/percent of students involved in one or more extracurricular activities (secondary)

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

~~Developing Goals~~

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 4.4) is a useful way to self-assess a goal's feasibility and worth.

Figure 4.4: *Acronym for Developing Goals*

Specific: The goal is focused.
Measurable: An appropriate instrument/measure is selected to assess the goal.
Appropriate: The goal is within the principal's control to effect change.
Realistic: The goal is feasible for the principal and/or school.
Time limited: The goal is contained within a single school year.

Submission of the Goal Setting Form

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

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all principals. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to March 1. It is the evaluator's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

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

SAMPLE Student Academic Progress Goal Setting Form

Directions: This form is a tool to assist principals in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard ~~7~~8: Student Academic Progress. Use a separate sheet for each goal.

Principal's Name: _____

School: _____ School Year: _____

Evaluator's Name: _____

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

V. Means for Attaining Goal (Check the standard to which the strategies relate.)

☐ 1. Instructional Leadership ☐ 2. School Climate ☐ 3. Human Resources
~~Management~~ Leadership
☐ 4. Organizational Management ☐ 5. Communication and Community Relations
☐ 6. Culturally Responsive and Equitable School Leadership
☐ ~~6~~7. Professionalism ☒ ~~7~~8. Student Academic Progress

Strategy	***Measurable By***	***Target Date***

VI. Mid-Year Review (Describe goal progress and other relevant data.)	Mid-year review conducted on_____ Initials _____ _____ Admin. Eval.
VII. End-of-Year Data Results (Describe accomplishments at the end of year.)	☐ Data attached

Initial Goal Submission (due by _____ to the evaluator)

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

End-of-Year Review

☐ **Appropriate Data Received**

Did the strategies used and data provided demonstrate the application of professional growth?
☐ **Yes** ☐ **No**

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Part 5: Rating Principal Performance

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

Interim Evaluation

~~Some principal evaluation systems include a~~ An interim or annual review, especially for beginning principals, ~~in order to~~ provides systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a *Principal Interim/Annual Performance Report* that indicates if a principal has shown evidence of each of the performance standards. The evaluator should share his or her assessment of the principal's performance by a given date (for example, the last school day before winter break). *Please note that the Principal Interim/Annual Performance Report is used to document evidence of meeting the ~~seven~~ eight standards, but does not include a rating of performance.* A sample *Principal Interim/Annual Performance Report* is provided on the next several pages. This form is optional, and its use should be decided on by the local school division.

SAMPLE Principal Interim/Annual Performance Report

Note: This is an optional report. Local school divisions should determine its use.

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

Principal's Name: _____ Date: _____

Evaluator's Name: _____

Strengths:

Areas of Improvement:

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Performance Standard 1: Instructional Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and ~~sustainment~~ implementation of a compelling shared vision for educational improvement and works collaboratively with ~~staff,~~students, parents/caregivers, staff, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress~~,~~ and that lead to school improvement.

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

1.~~3~~4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions ~~to~~ that improve classroom instruction, increase student achievement, and ~~improve~~ maximize overall school effectiveness.

1.~~4~~5 ~~Possesses~~ Acquires and shares knowledge of research-based instructional best practices in the classroom.

1.~~5~~6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.~~6~~7 ~~Provides teachers with~~ Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

1.~~7~~8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/caregivers, and to inform instructional practices.

1.~~8~~9 Provides collaborative leadership for the design and implementation of ~~effective and~~ efficient schedules that protect and maximize instructional time.

1.~~9~~10 Provides the expectation and focus for ~~continued~~ continuous learning of all members of the school community.

1.~~10~~11 Promotes and s~~S~~upports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.

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

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

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

Comments:

☐ Evident ☐ Not Evident

Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Uses data and i~~I~~ncorporates knowledge of the social, cultural, ~~leadership~~ emotional, and ~~political~~ behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

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

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

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

2.5 ~~Maintains a collegial environment and supports the~~ Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.

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

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

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

2.9 Develops and/or implements best practices in schoolwide behavior management ~~that are effective within the school community~~ and communicates behavior management expectations to students, ~~teachers, and~~ parents/caregivers, staff, and other stakeholders.

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

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student ~~and values every student as an important member of the school community.~~

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

Comments:

☐ Evident ☐ Not Evident

Performance Standard 3: Human Resources ~~Management~~ Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively ~~participates~~ leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

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

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

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally. ~~and gain self-confidence in their skills.~~

Comments:

☐ Evident ☐ Not Evident

Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision ~~efficiently for the physical plant and~~ of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

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

4.~~4~~5 Analyzes data to identify and plan for ~~Identifies potential~~ organizational, operational, or resource-related problems and ~~deals with~~ resolves them in a timely, consistent, and ~~effective~~ appropriate manner.

4.~~5~~6 ~~Establishes and uses accepted procedures to~~ D~~d~~evelops short- and long-term goals ~~through effective allocation of resources~~ to improve organizational and operational efficiency and impact.

4.~~6~~7 Reviews fiscal records regularly to ensure accountability for all funds.

4.~~7~~8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.~~8~~9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.~~9~~10 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

5.2 Collaborates with stakeholders to develop and c~~C~~ommunicate~~s~~ long- and short-term goals and the school improvement plan ~~to all stakeholders~~.

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

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

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

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

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

5.~~7~~8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.~~8~~9 Collaborates and networks with colleagues and stakeholders to ~~effectively~~ ~~utilize~~ capitalize on the resources and expertise available in the local community.

5.~~9~~10 Advocates for students and acts intentionally to influence family, school, and~~local,~~ division~~, and state~~ decisions affecting student learning.

5.1~~0~~1 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

☐ Evident ☐ Not Evident

Performance Standard 6: Culturally Responsive and Equitable School Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

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

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

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

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

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

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

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

Comments:

☐ Evident ☐ Not Evident

Performance Standard ~~6~~7: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

~~6~~7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes ~~on a~~ daily ~~basis~~.

~~6~~7.2 Works within legal, ethical, and professional ~~and ethical~~ guidelines to improve student learning and to meet school, division, state, and federal requirements.

~~6~~7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

~~6~~7.4 Models professional behavior and is culturally responsive~~competency~~ to students, parents/caregivers, staff, and other stakeholders.

~~6~~7.5 Maintains confidentiality.

~~6~~7.6 Maintains a positive, ~~and~~ forthright, and respectful attitude.

~~6~~7.7 Provides leadership in sharing ideas and information with staff and other professionals.

~~6~~7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, ~~and~~ support, and enhance the vision, mission, and goals of the school division.

~~6~~7.9 ~~Assumes responsibility for~~Engages in personal professional development ~~to~~ that positively impacts school effectiveness. ~~by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.~~

~~6~~7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

☐ Evident ☐ Not Evident

Performance Standard ~~7~~8. Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

~~7~~8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

~~7~~8.2 ~~Utilizes~~ Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress~~and school improvement~~.

~~7~~8.3 Communicates assessment results to multiple internal and external stakeholders.

~~7~~8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

~~7~~8.5 ~~Utilizes~~ Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

~~7~~8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

~~7~~8.7 Demonstrates responsibility for school academic achievement through proactive interactions with ~~faculty/staff,~~ students, parents/caregivers, staff, and other stakeholders.

~~7~~8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

~~7~~8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

~~7~~8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

☐ Evident ☐ Not Evident

Summative Evaluation

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

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. ~~The performance standards and performance indicators provide a description of well-defined expectations.~~

Definitions of Ratings

~~The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from "Exemplary" to "Unacceptable." The use of the scale enables evaluators to acknowledge effective performance (i.e., "Exemplary" and "Proficient") and provides two levels of feedback for principals not meeting expectations (i.e., "Developing/Needs Improvement" and "Unacceptable").~~ The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the ~~seven~~ eight performance standards and as an overall summative rating, not to performance indicators.*

Figure 5.1: *Definitions of Terms Used in Rating Scale*

Category	Description	Definition
~~Exemplary~~Highly Effective	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. ~~and does so in a manner that exemplifies the school's mission and goals.~~ This rating is reserved for performance that is truly exemplary and is ~~demonstrated with significant student academic progress~~ done in a manner that exemplifies the school's mission and goals.	Exceptional performance: • sustains high performance over ~~the evaluation cycle~~a period of time • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student ~~academic progress~~ learning and the school climate • serves as a role model to others
~~Proficient~~Effective	The principal consistently meets the performance standard in a manner that is ~~consistent~~ aligned with the school's mission and goals. ~~and has a positive impact on student academic progress.~~	~~Effective~~ Proficient performance: • ~~consistently~~ meets the requirements contained in the ~~job description as expressed in the evaluation criteria~~ performance standard • engages teachers and exhibits behaviors that have a positive impact on student ~~academic progress~~ learning and the school climate • demonstrates a willingness to learn and apply new skills

Category	Description	Definition
~~Developing/Needs Improvement~~ Approaching Effective	The principal's performance is inconsistent in meeting the established performance standard and/or working toward the school's mission and goals. The principal may be~~is~~ starting to exhibit desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the principal's performance is lacking in a particular area (i.e., needs improvement. ~~The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.~~	~~Below acceptable~~ Developing/needs improvement performance: • requires support in meeting the performance standard~~s~~ • results in less than expected quality of student ~~academic progress~~ performance • leads to areas for principal improvement being ~~requires principal professional growth be~~ jointly identified and planned between the principal and evaluator
~~Unacceptable~~ Ineffective	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals ~~and results in minimal student academic progress~~.	~~Ineffective~~ Unacceptable performance: • does not meet the requirements contained in the ~~job description as expressed in the evaluation criteria~~ performance standard • results in minimal student ~~academic progress~~ learning • may contribute to ~~a recommendation for~~ the employee not being ~~considered~~ recommended for continued employment

~~How a Performance Rubric Works~~

~~Evaluators have two tools to guide their judgments for rating principals' performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.~~

~~Sample Performance Indicators~~

~~Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They were introduced in Part 2, and examples are provided again in this section.~~

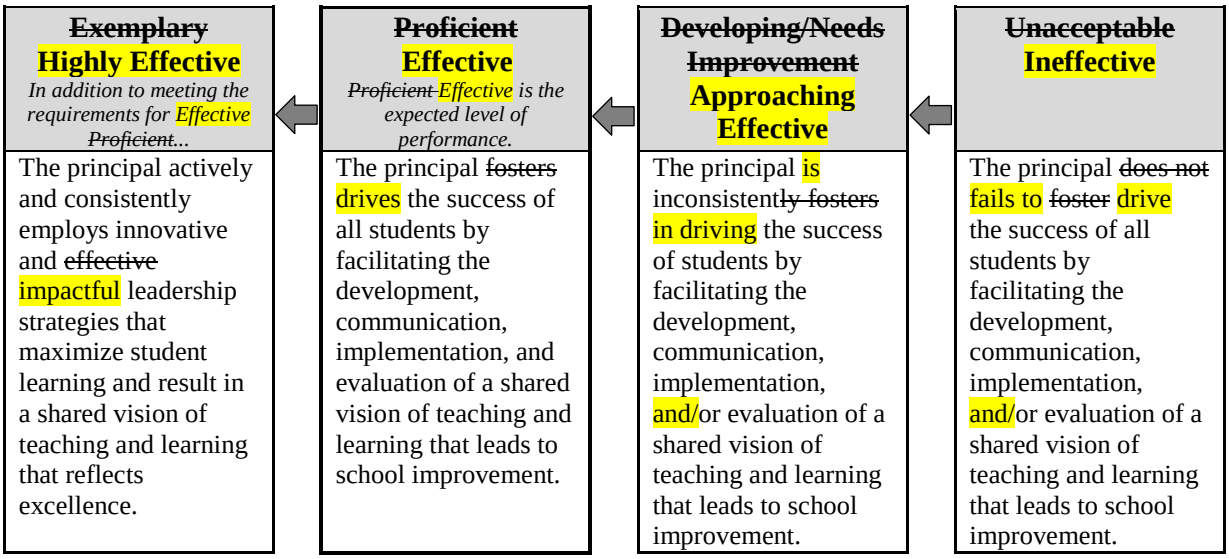
Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. ~~describes acceptable performance levels for each of the seven performance standards.~~ It states the measure of performance expected of principals and provides a general description of performance at each level ~~what a rating entails~~. ~~The rating scale is applied to the summative evaluation of all principals. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They~~ In some instances, quantitative terms are

included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as illustrated with arrows between the two levels). Each level is intended to be qualitatively superior to all lower levels. Principals who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. ***Please note: The rating of "~~Proficient~~ Effective" is the expected level of performance and is written as the actual performance standard.*** *Additionally, the recommended performance rubrics presented ~~here~~ may be modified at the discretion of school division decision-makers.*

Figure 5.2: *Example of a Performance Rubric*

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



~~Performance Rubrics for Performance Standards~~

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

Performance Standard 1: Instructional Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and ~~sustainment~~ implementation of a compelling shared vision for educational improvement and works collaboratively with ~~staff,~~ students, parents/caregivers, staff, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress~~,~~ and that lead to school improvement.

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

1.~~3~~4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions ~~to~~ that improve classroom instruction, increase student achievement, and ~~improve~~ maximize overall school effectiveness.

1.~~4~~5 ~~Possesses~~ Acquires and shares knowledge of research-based instructional best practices in the classroom.

1.~~5~~6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.~~6~~7 ~~Provides teachers with~~ Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

1.~~7~~8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/caregivers, and to inform instructional practices.

1.~~8~~9 Provides collaborative leadership for the design and implementation of ~~effective and~~ efficient schedules that protect and maximize instructional time.

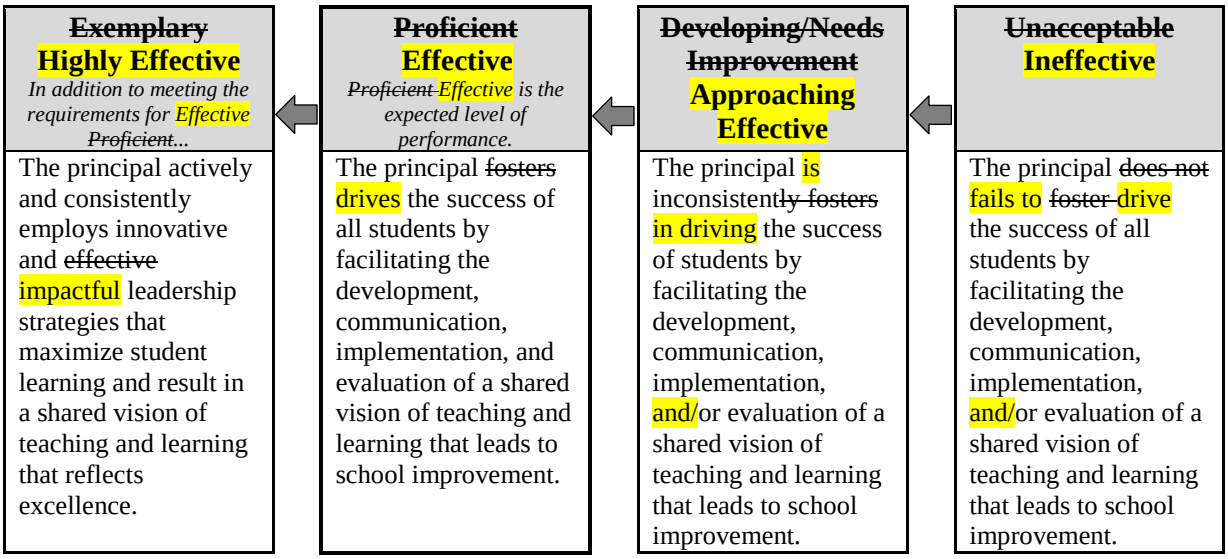
1.~~9~~10 Provides the expectation and focus for ~~continued~~ continuous learning of all members of the school community.

1.~~10~~11 Promotes and s~~S~~upports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress. ~~Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.~~

1.12 Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff ~~to participate in~~

for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams, action research).

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



Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Uses data and i~~I~~ncorporates knowledge of the social, cultural, ~~leadership~~ emotional, and ~~political~~ behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

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

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

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

2.5 ~~Maintains a collegial environment and supports the~~ Supports students, parents/ caregivers, staff, and other stakeholders through the stages of the change process.

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

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

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

2.9 Develops and/or implements best practices in schoolwide behavior management ~~that are effective within the school community~~ and communicates behavior management expectations to students, ~~teachers, and~~ parents/caregivers, staff, and other stakeholders.

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

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student ~~and values every student as an important member of the school community.~~

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

~~**Exemplary**~~ **Highly Effective** *In addition to meeting the requirements for Effective ~~Proficient~~...*	~~**Proficient**~~ **Effective** *~~Proficient~~ Effective is the expected level of performance.*	~~**Developing/Needs Improvement**~~ **Approaching Effective**	~~**Unacceptable**~~ **Ineffective**
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evidenced~~t~~ through results.	The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.	The principal is inconsistent~~ly promotes~~ in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.	The principal ~~does not promote~~ fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.

Performance Standard 3: Human Resources Management Leadership
The principal ~~fosters effective~~ provides human resources ~~management~~ leadership by ~~assisting with selection and induction, and by~~ selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively ~~participates~~ leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

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

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

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

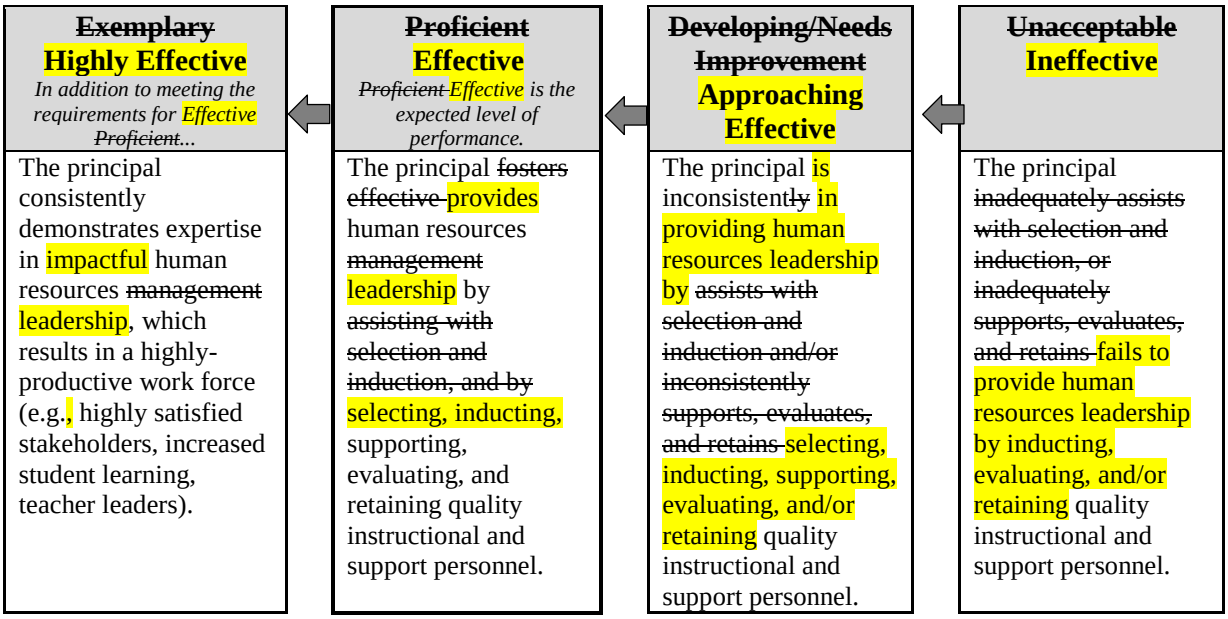
3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally. ~~and gain self-confidence in their skills.~~



Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision ~~efficiently for the physical plant and~~ of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

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

4.4~~5~~5 Analyzes data to identify and plan for ~~Identifies potential~~ organizational, operational, or resource-related problems and ~~deals with~~ resolves them in a timely, consistent, and ~~effective~~ appropriate manner.

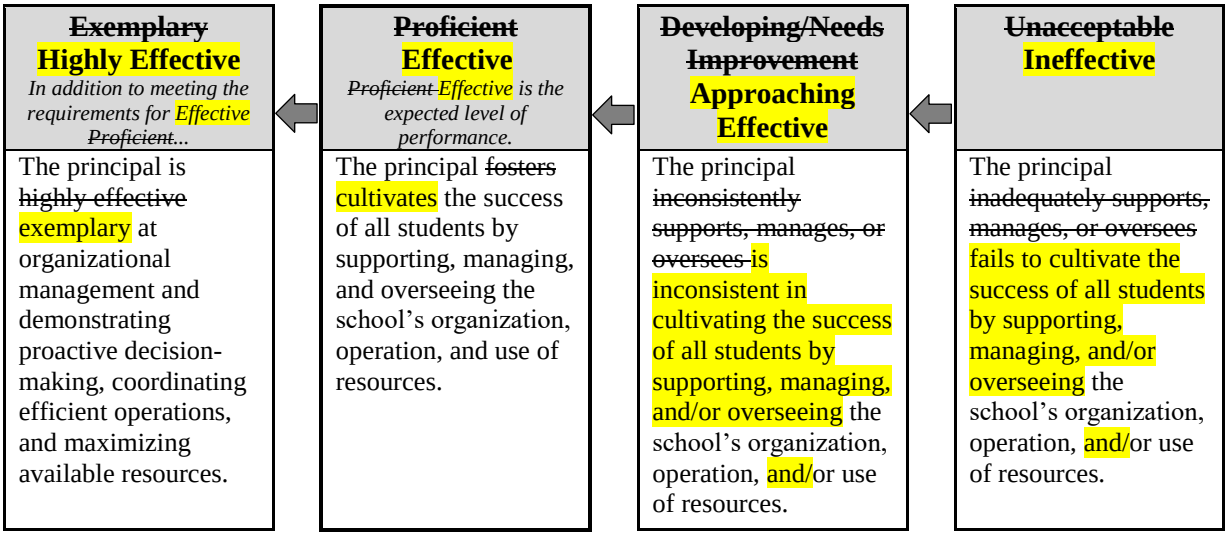
4.5~~6~~6 ~~Establishes and uses accepted procedures to D~~develops short- and long-term goals ~~through effective allocation of resources~~ to improve organizational and operational efficiency and impact.

4.6~~7~~7 Reviews fiscal records regularly to ensure accountability for all funds.

4.~~7~~8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.~~8~~9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.~~9~~10 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.



Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

5.2 Collaborates with stakeholders to develop and c~~C~~ommunicate~~s~~ long- and short-term goals and the school improvement plan ~~to all stakeholders~~.

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

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

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

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

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

5.~~7~~8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.~~8~~9 Collaborates and networks with colleagues and stakeholders to ~~effectively utilize~~ capitalize on the resources and expertise available in the local community.

5.~~9~~10 Advocates for students and acts intentionally to influence family, school, and~~local,~~ division~~, and state~~ decisions affecting student learning.

5.1~~0~~1 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

~~Exemplary~~ Highly Effective	~~Proficient~~ Effective	~~Developing/Needs Improvement~~ Approaching Effective	~~Unacceptable~~ Ineffective
In addition to meeting the requirements for Effective ~~Proficient~~...	*~~Proficient~~ Effective is the expected level of performance.*		
The principal proactively seeks and creates innovative and productive methods to communicate and engage ~~effectively~~ impactfully with stakeholders.	The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.	The principal ~~inconsistently communicates or infrequently collaborates on issues of importance to stakeholders~~ is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.	The principal ~~demonstrates inadequate or detrimental communication or collaboration with stakeholders~~ fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.

Performance Standard 6: Culturally Responsive and Equitable School Leadership*
The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

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

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

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

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

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

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

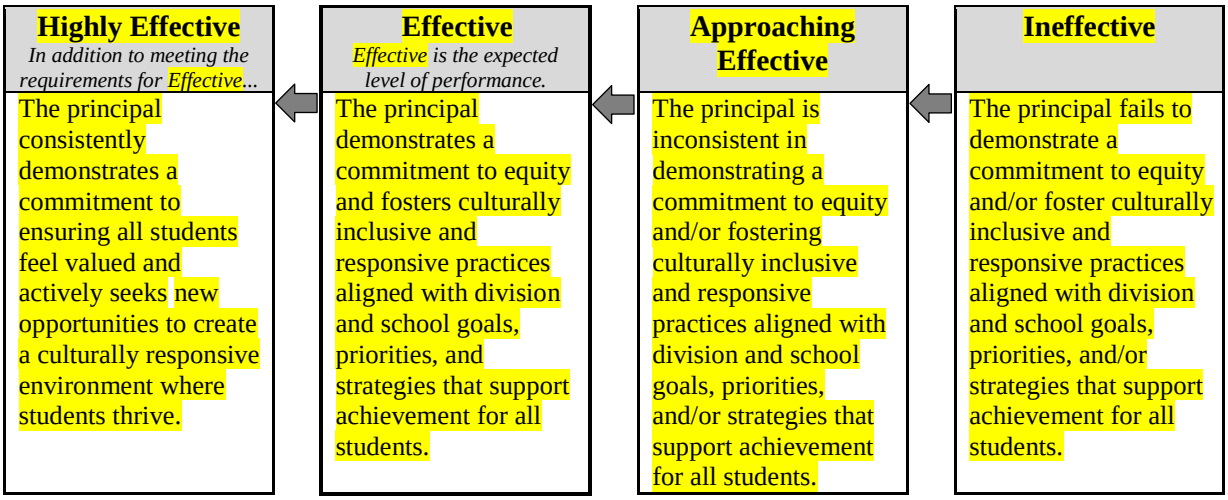
6.7 Provides evidence-based and targeted professional learning and coaching to support culturally responsive teaching and reflective practices among teachers and staff.

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

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

***Note:** Equity denotes the fairness of opportunities for student learning and success.

Standard 6: Developed by Virginia Department of Education with adaptations from the VDOE Principal Evaluation Work Group, October-November, 2021



Performance Standard 67: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

~~6~~7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes ~~on a~~ daily ~~basis~~.

~~6~~7.2 Works within legal, ethical, and professional ~~and ethical~~ guidelines to improve student learning and to meet school, division, state, and federal requirements.

~~6~~7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

~~6~~7.4 Models professional behavior and is culturally responsive ~~competency~~ to students, parents/caregivers, staff, and other stakeholders.

~~6~~7.5 Maintains confidentiality.

~~6~~7.6 Maintains a positive, ~~and~~ forthright, and respectful attitude.

~~6~~7.7 Provides leadership in sharing ideas and information with staff and other professionals.

~~6~~7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, ~~and~~ support, and enhance the vision, mission, and goals of the school division.

~~6~~7.9 ~~Assumes responsibility for~~Engages in personal professional development ~~to~~ that positively impacts school effectiveness. ~~by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.~~

~~6~~7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

~~Exemplary~~ Highly Effective *In addition to meeting the requirements for Effective ~~Proficient~~...*	~~Proficient~~ Effective *~~Proficient~~ Effective is the expected level of performance.*	~~Developing/Needs Improvement~~ Approaching Effective	~~Unacceptable~~ Ineffective
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in ~~demonstrating~~ fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.	The principal ~~shows disregard for professional standards and ethics and/or~~ fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.

Performance Standard 7~~8~~: Student Academic Progress
The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

~~7~~8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

~~7~~8.2 ~~Utilizes~~ Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress~~and school improvement~~.

~~7~~8.3 Communicates assessment results to multiple internal and external stakeholders.

~~7~~8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

~~7~~8.5 ~~Utilizes~~Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

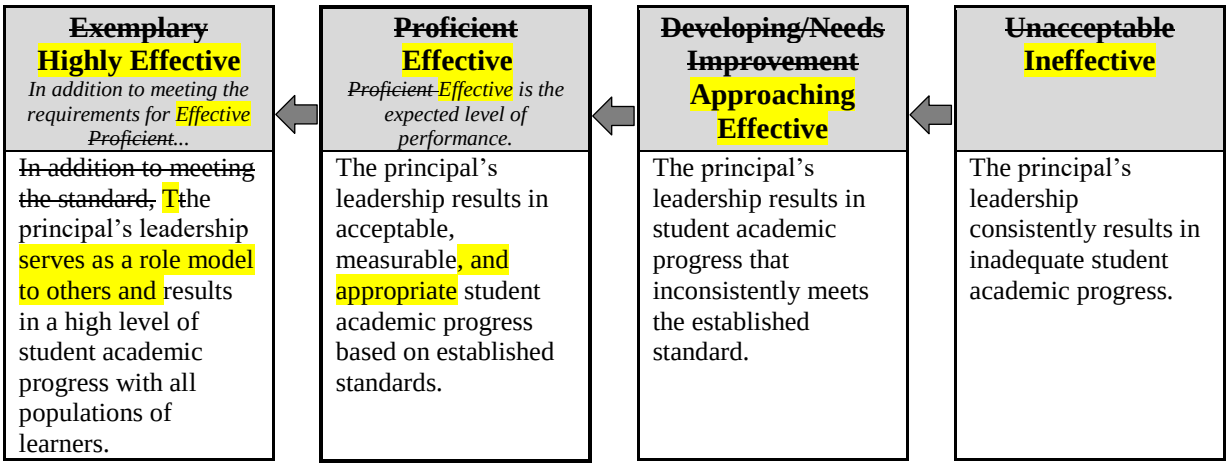
~~7~~8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

~~7~~8.7 Demonstrates responsibility for school academic achievement through proactive interactions with ~~faculty/staff,~~ students, parents/caregivers, staff, and other stakeholders.

~~7~~8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

~~7~~8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

~~7~~8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.



Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the ~~seven~~ eight performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a principal's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Principal Summative Performance Report* is provided later in this document. The results of the evaluation must be discussed with the principal at a summative evaluation conference. Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. ~~Summative ratings should apply the rating for each of the seven performance standards.~~

~~The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.~~

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

~~Apply numbers 1 (Unacceptable) through 4 (Exemplary) to the rating scale~~
~~Exemplary = 4~~
~~Proficient = 3~~
~~Developing/Needs Improvement = 2~~
~~Unacceptable = 1;~~

~~Calculate the weighted contribution of each standard to the summative evaluation; and~~

~~Add the weighted contribution to achieve the final summative evaluation.~~

Single Summative Rating

In addition to receiving a diagnostic rating for each of the eight performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the employee's performance. The overall summative rating will be judged to be *Highly Effective, Effective, Approaching Effective,* or *Ineffective*.

Scores will be calculated using the following scale:

Highly Effective = 4
Effective = 3
Approaching Effective = 2
Ineffective = 1

Summative ratings should apply the rating for each of the eight performance expectations. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards. The following example complies with this requirement.

~~The Guidelines recommend the following weighting for principal performance evaluations.~~
Figure 5.3: *Sample Weighing*

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

Figure 5.4: *Example of Recommended Weighted Calculations for Principal Performance Evaluation*

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	~~*Exemplary*~~*Highly Effective*	4	1.25	~~6~~5
Standard 2	~~*Proficient*~~*Effective*	3	1.25	~~4.5~~3.75
Standard 3	~~*Proficient*~~*Effective*	3	1.25	~~4.5~~3.75
Standard 4	~~*Proficient*~~*Effective*	3	1.25	~~4.5~~3.75
Standard 5	~~*Proficient*~~*Effective*	3	1.25	~~4.5~~3.75
Standard 6	~~*Exemplary*~~*Highly Effective*	4	1.25	~~6~~5
Standard 7	~~*Exemplary*~~*Highly Effective*	4	1.25	~~6~~5
Standard 8	*Effective*	3	1.25	3.75
~~Cumulative~~Single Summative Rating				**~~34~~ 33.75**

~~Divisions will have to determine the range of scores within the Cumulative Summative Rating that are indicative of "Exemplary," "Proficient," "Developing/Needs Improvement," and "Unacceptable" performance.~~ When applying the summary rating from a quantitative perspective, school divisions will need to establish and document, *a priori*, cut-offs for determining final summative ratings after the weighted contribution is calculated. School divisions also may establish and document additional criteria to the summative rating. For example, a school division may decide that no principals can be given a summary rating of *Highly Effective* if they are rated below *Effective* on any of the eight standards, or that summative criteria should differ for principals at different points on the career ladder. These decisions, and documentation of such decisions, must be made before the revised evaluation system is put in place. As well, it is critical that principals understand the requirements before the evaluation cycle begins.

The overall single summative rating will be judged as *Highly Effective*, *Effective*, *Approaching Effective*, or *Ineffective* using the following range of scores:

Figure 5.5: *Range of Scores*

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

Note: Regardless of the overall total points earned, three or more *Approaching Effective* ratings on individual performance standards will result in an overall rating of *Approaching Effective* or *Ineffective*. Similarly, one *Ineffective* rating on any one performance standard may result in an overall *Ineffective* rating.

SAMPLE Principal Summative Performance Report

Directions: Evaluators use this form prior to June 15 to ~~providing~~ provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal's Name: _____ School Year(s): _____

School: _____

Contract Status: ☐ Probationary ☐ Continuing Contract

Documentation Reviewed: ☐ Documentation ~~Log~~ Evidence ☐ Goal Setting for Student Academic Progress Form ☐ Observation/Formative Feedback Forms ☐ Other

~~**Performance Standard 1: Instructional Leadership**~~ ~~*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.*~~
~~**Sample Performance Indicators**~~ ~~*Examples may include, but are not limited to:*~~ ~~**The principal:**~~

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

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

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

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

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

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

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

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

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

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

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

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

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

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

Performance Standard 2: School Climate

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

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 3: Human Resources Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

Performance Standard 3: Human Resources Management

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

3.1 Actively participates in the selection process, where applicable, and assigns highly effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

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

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

Performance Standard 4: Organizational Management

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

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

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

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

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

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

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

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

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

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

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

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 6: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

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

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

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

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

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

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

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 7: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

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

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

Performance Standard 7: Student Academic Progress

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

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

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

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

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

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

Comments:

RATING: ☐ Exemplary ☐ Proficient ☐ Developing/Needs Improvement ☐ Unacceptable

Performance Standard 1: Instructional Leadership

(4 pts.) Highly Effective	(3 pts.) Effective	(2 pts.) Approaching Effective	(1 pt.) Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The principal actively and consistently employs innovative and ~~effective~~ impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal ~~fosters~~drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal is inconsistent~~ly fosters~~ in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal ~~does not~~ fails to ~~foster~~ drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.
☐	☐	☐	☐

Comments:

Performance Standard 2: School Climate

(4 pts.) Highly Effective *In addition to meeting the requirements for Effective...*	(3 pts.) Effective *Effective is the expected level of performance.*	(2 pts.) Approaching Effective	(1 pt.) Ineffective
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evidenced~~t~~ through results.	The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.	The principal is inconsistent~~ly promotes~~ in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.	The principal ~~does not promote~~ fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.
☐	☐	☐	☐

Comments:

Performance Standard 3: Human Resources Leadership

(4 pts.) Highly Effective *In addition to meeting the requirements for Effective...*	(3 pts.) Effective *Effective is the expected level of performance.*	(2 pts.) Approaching Effective	(1 pt.) Ineffective
The principal consistently demonstrates expertise in impactful human resources ~~management~~ leadership, which results in a highly-productive work force (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The principal ~~fosters effective~~ provides human resources ~~management~~ leadership by ~~assisting with selection and induction, and by~~ selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.	The principal is inconsistent~~ly~~ in providing human resources leadership by ~~assists with selection and induction and/or inconsistently supports, evaluates, and retains~~ selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel.	The principal ~~inadequately assists with selection and induction, or inadequately supports, evaluates, and retains~~ fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel.
☐	☐	☐	☐

Comments:

Performance Standard 4: Organizational Management

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

Comments:

Performance Standard 5: Communication and Community Relations

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

Comments:

Performance Standard 6: Culturally Responsive and Equitable School Leadership

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

Comments:

Performance Standard 7: Professionalism

(4 pts.) Highly Effective *In addition to meeting the requirements for Effective...*	(3 pts.) Effective *Effective is the expected level of performance.*	(2 pts.) Approaching Effective	(1 pt.) Ineffective
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in ~~demonstrating~~ fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.	The principal ~~shows disregard for professional standards and ethics and/or~~ fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.
☐	☐	☐	☐

Comments:

Performance Standard 8: Student Academic Progress

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

Comments:

Overall Evaluation Summary:

Performance Standard	Performance Rating	Points HE=4 E=3 AE=2 IE=1	Weight	Weighted Total (Points x Weight)
Standard 1			1.25	
Standard 2			1.25	
Standard 3			1.25	
Standard 4			1.25	
Standard 5			1.25	
Standard 6			1.25	
Standard 7			1.25	
Standard 8			1.25	
Single Summative Rating				

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

~~Overall Evaluation Summary (based on cumulative summative rating range decided by school division):~~

~~*Include comments here*~~

☐ ~~**Exemplary**~~ **Highly Effective**

☐ ~~**Proficient**~~ **Effective**

☐ ~~**Developing/Needs Improvement**~~ **Approaching Effective**

☐ ~~**Unacceptable**~~ **Ineffective**

☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are ~~*Unacceptable*~~ *Ineffective*, or two or more standards are ~~*Developing/Needs Improvement*~~ *Approaching Effective*.)**

Commendations:

Areas Noted for Improvement:

Principal Improvement Goals:

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

Part 6: Improving Principal Performance

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

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

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

Figure 6.1: *Two Tools to Increase Professional Performance*

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

Support Dialogue

The *Support Dialogue* is initiated by evaluators or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is

designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor-performing principals. The option for a *Support Dialogue* is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal's growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

Figure 6.2: *Sample Prompts*

Sample Prompts for the Initial Conversation

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

Sample Prompts for the Follow-Up Conversation

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

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

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

SAMPLE: Support Dialogue Form *(optional)*

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

What is the area of targeted support?

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

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

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

Principal's Signature: _____ Date: _____

Principal's Name: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Name: _____

Performance Improvement Plan

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

- a principal receives two or more "Not Evident" ratings at the interim review;
- a rating of ~~"Developing/Needs Improvement"~~*Approaching Effective* on two or more performance standards; or
- a rating of ~~"Unacceptable"~~ *Ineffective* on one or more performance standards or an overall rating of ~~"Unacceptable."~~*Ineffective*.

Implementation of Performance Improvement Plan

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

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

Assistance may include:

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

Resolution of Performance Improvement Plan

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

a) Sufficient improvement has been achieved; the principal is no longer on a *Performance Improvement Plan* and is rated ~~"Proficient."~~*Effective*.

b) Partial improvement has been achieved but more improvement is needed; the principal remains on a *Performance Improvement Plan* and is rated ~~"Developing/Needs Improvement."~~ *Approaching Effective*.

c) Little or no improvement has been achieved; the principal is rated ~~"Unacceptable."~~ *Ineffective*.

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

Request for Review of an ~~"Unacceptable"~~ *Ineffective* Rating

The principal may request a review of the evidence in relation to an ~~"Unacceptable"~~ *Ineffective* rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

SAMPLE: Performance Improvement Plan Form

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

Principal's Name: _____ School: _____

Evaluator's Name: _____ School Year:_____

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

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

Principal's Name: _____

Principal's Signature: _____ Date Initiated: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date Initiated: _____

Results of Performance Improvement Plan[a]

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

Final recommendation based on outcome of Performance Improvement Plan:

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

Principal's Name: _____

Principal's Signature: _____ Date Reviewed: _____
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator's Name: _____

Evaluator's Signature: _____ Date Reviewed: _____

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

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[1] Portions of this section were adapted from principal evaluation handbooks published in various states, copyright [2010-2021] by ~~J. H. Stronge~~ Stronge & Associates as well as Stronge, J. (2021). Adapted with permission."

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