

INTRODUCTION: HOW TO USE THE PRINCIPAL'S PERFORMANCE APPRAISAL SELF-ASSESSMENT

Principal performance appraisal procedures at our school reflect the belief that professional practice evolves through constant, highly-refined reflection by principals of their approaches, assumptions and results in leading the school in carrying out its mission and goals as stated in the school's charter, and performance framework & certificate. Principals are expected to self-assess and invite feedback from colleagues and the members of their governing board. The purpose of the following instrument is to guide but not limit a fair and consistent process for principals to self-assess and to direct one's focus for continued professional growth. Principals are reminded that policies regarding the annual evaluation can be found in the Employee Handbook and on the school's website. All evaluation records are confidential according to federal and state regulations.

Performance Ratings on the Harbor Method Principal Self-Assessment describe the principal's level of performance on professional practices with respect to Harbor Method Essentials for principals in five essential areas. To demonstrate alignment with the State Dept. of Education's Idaho Professional Evaluation Framework (IPEF), each measure within in the Harbor Principal Evaluation is followed by a descriptor (Ex: IPEF-D1-1a) marking where the measure falls in the IPEF. Within each area, please note:

1. Explicit expectations of the Harbor Method™ are featured in this instrument. These are the expectations principals must constantly be developing and evaluating in themselves and demonstrating to others, and that their evaluator will use, in combination with the IPEF, to determine the level to which the principal is being successful.
2. The principal and evaluator will use the expectations as a guide for self-assessment, feedback and goals for additional professional development. The accompanying IPEF will offer the opportunity for principals to provide comments they wish the evaluator to consider, as well as to add additional features or elements of their leadership that they determine to be relevant or important to performance and continued growth. There is a designated area on the IPEF to record self-assessment comments regarding skill level as they relate to the state's requirements. Likewise, the evaluator is able to use the designated area on the IPEF to provide comments.
3. Principals do not need to provide written comments in each section of the IPEF. Keep in mind that *67% of this evaluation's results are based on documentation related to Professional Practice, which includes student input received from the annual Advanc-Ed student survey, which comprises 10% of the total 67%.*
4. The remaining 33% is based on multiple measures of growth in student achievement, including using growth in student achievement as measured by Idaho's ISAT-Smarter Balanced. See table following for full determination of this measure by the governing board. Principals are welcome to provide evidence for their opinion, perception of their skills, in directing & leading staff in student growth by commenting on the IPEF where appropriate.

STUDENT ACHIEVEMENT LEVEL OF PERFORMANCE			
ISAT by Smarter Balanced:			
	Basic	Satisfactory	Proficient
<i>Outcomes derived from school's current year Annual Performance Report by Idaho Public Charter School Commission found on school website.</i>	School's proficiency rates in math & ELA exceed state average by 1-5 percentage points	School's proficiency rates in math & ELA exceed state average by 6-12 percentage points	School's proficiency rates in math & ELA exceed state averages by 13 percentage points
District-Determined Measure:			
	Basic	Satisfactory	Proficient
<i>Outcomes derived from school's current year Annual Performance Report by Idaho Public Charter School Commission found on school website.</i>	At least 70% of students are making adequate annual academic growth in math and ELA	Between 71% and 78% of students are making adequate annual academic growth in math and ELA	More than 78% of students are making adequate annual academic growth in math and ELA

- To be fair and consistent, principals will be evaluated at least once annually using this evaluation tool and accompanying IPEF. Evaluations will be completed by May 1 of the current school year. Evaluation records are confidential according to state and federal regulations. The school will report the rankings of individual principal evaluations annually to the State Department of Education.

Principal:

Evaluator:

Date of Evaluation:

Principal's Professional Goals: *As a result of completing the self-assessment, reviewing the professional practice & student achievement areas, and input provided to me through the annual student survey and evaluator feedback from the IPEF, I propose the following goals for my continued development:*

Evaluator Feedback:

Overall rating (as recorded on the Principal Summative Evaluation): _____
(4=distinguished, 3=proficient, 2=basic, 1=unsatisfactory)

By signing, the parties agree that the evaluation results from the Self-Assessment and Idaho Professional Evaluation Framework have been shared with the principal and all parties agree to their content and outcomes.

Principal Signature

Evaluator Signature

Governing Board Chair Name

Governing Board Signature

HARBOR SCHOOL PRINCIPAL EVALUATION

1. STUDENT LEARNING

What Principals Do

- **Principals create a culture centered on student learning.** Harbor Schools center on learning, not testing. Assessing student learning is continuous in classrooms. Harbor educators understand and respect the role of national and state testing, but do not center their teaching on it, nor do they create an environment filled with anxiety. *[IPEF-D3-3a]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals regularly and systematically monitor student learning.** A Harbor principal monitors both what is formally tested and what is demonstrated by students, in and out of the classroom. They are familiar with students' academic progress and needs. [IPEF-D3-3d]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals shape the development of students' dispositions.** They know students and they seek opportunities to reinforce the work habits and attitudes that contribute to their success. They publicly praise when students succeed in and out of the classroom. [IPEF-D1-1c]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals admonish** students when they have not met the behavioral expectations. Principals use these circumstances to teach students the choices and consequences of their decisions. It is important for students to understand that their choices and decisions are important enough to impact others. [IPEF-D1-1c]

Unsatisfactory *Basic* *Proficient* *Distinguished*

Principals facilitate the development of a useful reporting process of student learning progress to parents that is informative, consistent, frequent and proactive. [IPEF-D1-1b]

Unsatisfactory *Basic* *Proficient* *Distinguished*

2. School Culture

What Principals Do

- **Principals actively work to create the school culture** that exemplifies the Harbor philosophy: high expectations; kindness towards others; safety physically and emotionally, respect and responsibility for environment and every student. Positive and professional working relationships among adults are essential and fostered by principal. [IPEF-D1-1a]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals design school-wide schedules to minimize misconduct.** School lunches are scheduled by grade levels: grades 1-2; grades 3-4, etc. Class recess and playground time are scheduled with like ages to maximize safety and kindness. [IPEF-D2-2b]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals have primary responsibility to supervise lunch, school arrival and school dismissal.** This is the principal's classroom in a Harbor School. This is the setting in which principal gets to know students in less formal contexts. Interactions are personal, using these opportunities to acknowledge positive things about students. School arrival and dismissal are opportunities to visit with parents. It is an **ESSENTIAL** responsibility of the principal to establish positive relationships with students and parents, and other stakeholders, and be proactive in modeling Harbor philosophy. If the principal has an emergency, they need to temporarily assign someone to their responsibility and orient them on consistent expectations. [IPEF-D2-2c]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals support teachers in management of student behavior.** If student misconduct occurs, it is addressed in the environment in which it happened. If a student defies a teacher, the principal addresses it in the classroom so all students see that consequences happen to misbehaving students. [IPEF-D1-1a]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals are involved with student management.** Teachers inform principals early and depend on them to intervene. Ex: In the case of a chronically-misbehaving student, principal checks with teacher first thing in the morning, saying, for example, "Mrs. Colbert, I just need to know how Johnny is doing?" This is done early so student has not had time to do anything wrong. When teacher indicates, "He has been great!" the principal always follows up with a positive comment to the student. [IPEF-D1-1a]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals use time in hallways to acknowledge** the behaviors or accomplishments in more informal ways. It can be a time to connect with students in a more informal and discreet way. This also minimizes student misconduct. [IPEF-D1-1a]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals insure that all state regulations and board policies** regarding student discipline are followed. [IPEF-D1-1a]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals work with Boards to establish policies** that exemplify the work ethic that students see in adults and they themselves learn to develop. Principals work with their Boards to ensure that ethical and professional practices are in place and reviewed for effectiveness. There is an expectation that the employees will be in attendance every day. Absence is an exception. [IPEF-D1-1a]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals remove students in extreme cases of misconduct.** Principal and teacher(s) decide together on an appropriate course of action. Federal regulations, state rules, school policy are followed. The safety of other students in a supportive learning environment is paramount. [IPEF-D1-1a]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals demonstrate a proactive approach to communication** to inform parents, teachers and students of key information for their success at school. [IPEF-D1-1b]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals continually monitor the use of Harbor ESSENTIALS** that contribute to the desired culture, including adult modeling, Rules and Reasons, 40 Cards, and Citizen of the Week. [IPEF-D1-1b]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals insure a safe and clean environment in and out of school.** Keeping a classroom and the school clean, orderly and maintained teaches respect and responsibility. Bathrooms are decorated as they might be in one's home. Students have a role in lunch room activities, such as serving and cleaning. [IPEF-D1-1a]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals demonstrate a non-threatening mindset and approach.** They demonstrate and model this to teachers. Discipline is an opportunity to lay out consequences and to learn. [IPEF-D1-1b]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals use humor** to create a relaxed atmosphere in which both the adults and students enjoy teaching and learning. [IPEF-D1-1b]

Unsatisfactory *Basic* *Proficient* *Distinguished*

Overall rating, School Culture: _____

3. INSTRUCTIONAL FIDELITY *

What Principals Do

- **Principals know the Harbor curriculum, instructional practices and resources thoroughly.** They are able to expertly represent the Harbor Method to the community. They demonstrate effective teaching to new teachers. [IPEF-D3-3a]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals monitor the teaching and learning** on a daily basis. This is their most important responsibility. They are highly visible in classrooms, on the playground, in the cafeteria, and during arrival and dismissal. They provide continual feedback to teachers regarding what was effective and what they might consider, taking into account teachers' individual strengths and talents, and ensuring they are used in alignment with the Harbor Method. They encourage students and recognize the behaviors and achievement that they want to reinforce. [IPEF-D3-3c]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals monitor student and school performance.** They review data from state and school assessments. They monitor enrollment, attendance and proactively approach performance improvements. They collaborate with teachers during data review to ensure grade-level goals remain aligned with Harbor Method and school's performance certificate, framework, and strategic plan. By doing so, they use a variety of school data to monitor on-going effectiveness. [IPEF-D3-3c]

Unsatisfactory *Basic* *Proficient* *Distinguished*

- **Principals defend, protect and insure instructional fidelity** and program coherence. They understand that traditional education has often been fragmented for students. They understand the influence of programmatic coherence and consistency on student learning. [IPEF-D3-3b]

Unsatisfactory **Basic** **Proficient** **Distinguished**

- **Principals cover classes, provide assistance and support to a teacher.** Above all, principals believe that teaching is an honored profession and quality of instruction is the value that schools bring to students. They quickly cover instruction for teachers when appropriate. [IPEF-D1-1c]

Unsatisfactory **Basic** **Proficient** **Distinguished**

- **Principals monitor grade to grade articulation and across grade consistency.** The curriculum is built for grade level mastery and acceleration. Teachers need to annually calibrate the content and grade level expectations to insure program instructional consistency and alignment to student learning expectations. [IPEF-D3-3b]

Unsatisfactory **Basic** **Proficient** **Distinguished**

Overall rating, Instructional Fidelity: _____

4. SCHOOL LEADERSHIP

What Principals Do

- **Principals act as stewards of the educational process.** They understand their responsibility as custodian of parent trust. They work to ensure that parents have confidence in their school to create the kind of school that will make their child successful. [IPEF-D1-1c]

Unsatisfactory **Basic** **Proficient** **Distinguished**

- **Principals create the culture and conditions** for high expectations for learning, conduct and program coherence across grades. They create the conditions for teachers to excel at teaching, and to take on leadership roles that foster and develop individual expertise, strengths and talents while fully supporting the school's mission, vision and Harbor Method absolutes. They develop the capabilities of staff for instructional effectiveness and high student achievement. [IPEF-D3-3c]

Unsatisfactory **Basic** **Proficient** **Distinguished**

- **Principals are present, visible and actively monitor the learning environments.** Since principals supervise lunch time, arrival and dismissal, they are visible and use this time to chat with parents and to interact with students. They use this time, among other things, to continually articulate/communicate the mission, vision, and goals of a Harbor School. Paper work and other management responsibilities are performed before and after the instructional day. [IPEF-D1-1c]

Unsatisfactory **Basic** **Proficient** **Distinguished**

- **Principals establish trust and confidence** with the Board of Directors. They implement the strategic direction and policies established by the Board. This includes reporting annually to the Board on-going progress of the school’s strategic plan, performance certificate and performance framework. [IPEF-D2-2c]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals communicate their expectations to employees** in modeling the Harbor philosophy and practices. They communicate a sense of mutual responsibility for all adults to contribute to the kind of culture that supports their own effectiveness and the success of their students. [IPEF-D3-3f]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals act on those adult expectations.** They address issues and inconsistencies directly with staff. The adult as a model to students is highly regarded. [IPEF-D3-3f]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals understand general and special education law.** They demonstrate through actions, discussion and decision-making with school stakeholders knowledge of education laws when upholding school policies and procedures, and when implementing solutions to address student education issues. [IPEF-D3-3a]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals promote positive working relationships.** They immediately address behaviors or practices that are threats to the Harbor culture. An example is gossiping among adults. The adults in a Harbor School are expected to provide constructive examples of high character and personal accountability for students. A good rule of thumb is to ask yourself how you would feel if the person you were discussing suddenly happened upon your conversation. Would you be embarrassed? [IPEF-D3-3f]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals establish proactive, transparent communication** with the Board, the staff and the parents. The principal anticipates questions and makes communication a management priority. The principal ensures, in concert with the Board, that high standards are in place for professional, legal, ethical, and fiscal accountability for all involved with the school. [IPEF-D2-2c]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals create opportunities** for continuous professional development. Principals model continuous learning and create opportunities for staff to develop and contribute to professional learning. This includes delegating responsibilities, as appropriate and in keeping with principal carrying out Harbor Essentials, to provide administrative, educational and/or community leadership experience. Example: Principal supervising

lunchtime, arrivals and dismissals per Harbor Essentials for Principals, but delegating appropriate Title IA reporting responsibilities to a teacher or staff person. [IPEF-D2-2b]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals are self-directed learners.** As instructional leaders, they must remain knowledgeable and current in educational research. They seek and welcome continuous improvement in their leadership skills—not for the purpose to change the Harbor Method, but to model life-long learning and the value that adds to an established, successful organization. They create opportunities for teachers to develop professional skills, while guarding and protecting faculty from irrelevant distractions from their instruction. [IPEF-D3-3a]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals create a calm professional setting.** They do not create anxiety around testing, requirements and areas to improve. They create an adaptive, flexible, can-do environment. [IPEF-D3-3f]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- **Principals demonstrate knowledge of and day-to-day compliance with general and special education law.** They seek out staff that also demonstrate this knowledge and can be assigned reporting tasks to assist in school compliance. If the school is found to be out of compliance, principals quickly recognize it, report it to the appropriate entities, and resolve/fix the issue. [IPEF-D3-3d]

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

Overall rating, School Leadership: _____

5. Parent Engagement

What Principals Do

- **Principals proactively communicate to parents.** Communication is frequent. Principals explain how school does business. Communications include the following [IPEF-D1-1b]:
 - **Interruptions to the instructional day are kept to a minimum.** Emergencies are an exception. All other communication is done before or after school. Principals and teachers ‘teach’ parents that instructional time is the highest value.

Unsatisfactory ***Basic*** ***Proficient*** ***Distinguished***

- Teachers and principal want students to develop a productive work ethic early in their lives. We encourage parents to support their children in their work and to encourage superior efforts to their work.

Unsatisfactory Basic Proficient Distinguished

- Principals prepare weekly notes for parents that require their signature and return to their child’s teacher. The notes report their child’s attendance and other essentials that parents need to know.

Unsatisfactory Basic Proficient Distinguished

- Principals create opportunities for parents to understand the educational program and the Harbor method that school is using, and to provide & encourage opportunities for stakeholders to participate within the Harbor School model as outlined in the school’s charter, performance certificate and framework, and strategic plan. [IPEF-D1-1a]

Unsatisfactory Basic Proficient Distinguished

- Principals establish productive relationships with parents. Because they are well informed regarding the progress and the conduct of students, they are able to talk with parents regarding concerns. [IPEF-D1-1c]

Unsatisfactory Basic Proficient Distinguished

Overall rating, Parent Engagement: _____

Overall Rating for Principal: _____

In addition to regular observations conducted and discussions held with principal prior to and during formal evaluation, the following artifacts were considered by the evaluator (check all that apply for this evaluation period):

School’s Performance Certificate/Framework Annual Outcomes (student growth)	x
School’s Star Rating (ISAT-Smarter Balanced)	x
Annual Advanc-Ed student survey results	x
School’s Strategic Plan Annual Progress Report	
School’s Accreditation Standing	x
School’s Annual Fiscal Audit Outcomes	
School’s Governing Board Meeting agendas, reports & minutes	
Additional Annual Stakeholder surveys/input from parents, staff & teachers	
School’s Federal Reporting & SDE reporting	
School’s Professional Development reporting	
Idaho Professional Evaluation Framework	x
Other:	

Actions to be taken as a result of the Harbor Principal Evaluation and the Idaho Principal Evaluation Framework:

- Recommendation for renewal of employment
- Job Status Change
- Remediation
- Probation
- Recommendation for non-renewal of employment

Other: _____

Performance Ratings on the Harbor Method Principal Evaluation describe the principal's level of performance on professional practices with respect to Harbor Method Essentials for principals and equate to the following:
Unsatisfactory: Principal/Assistant Principal does not meet the Harbor Method Essentials for principal performance and does not demonstrate progress toward meeting them.

Basic: Principal/Assistant Principal meets the minimum requirements for meeting the Harbor Method Essentials for principal performance, but is inconsistent in identified areas of performance.

Proficient: Principal meets the expected performance standard for Harbor Method principals and speaks to local impact within the school setting.

Distinguished: Principal exceeds the expected performance standard for Harbor Method principals.

*To demonstrate alignment with the State Dept. of Education's Idaho Professional Evaluation Framework (IPEF), each measure within in the Harbor Principal Evaluation is followed by a descriptor (Ex: IPEF-D1-1a) marking where the measure falls in the IPEF. In this manner, the Harbor Principal Evaluation, coupled with the state's IPEF, provides a full & complete review in a Harbor School principal's professional strengths and areas for development.

What the descriptors mean:

D1=Domain 1: School Culture

1a=School Culture

1b=Communication

1c=Advocacy

D2=Domain 2: Collaborative Leadership

2a=Shared Leadership

2b=Priority Management

2c=Transparency

2d=Leadership Renewal

2e=Accountability

D3=Domain 3: Instructional Leadership

3a=Innovation

3b=Instructional Vision

3c=High Expectations

3d=Continuous Improvement of Instruction

3e=Evaluation

3f=Recruitment and Retention

Following completion of the Harbor Method Principal Evaluation and the Idaho Professional Evaluation Framework (IPEF), the Summative Evaluation is completed by the evaluator and submitted by the school's Governing Board to the State Department of Education – this is to be done annually by May 1.