CRAIG CITY SCHOOL DISTRICT

Principal Evaluation
2015-2016

The word 'draft' appears on this document as a watermark to reflect that the document is currently in use, but also remains a 'work in progress'. It is reflective of what we designed in response to the state requirement for new evaluation tools in 2013. Those requirements have been in flux since that time and the plan has been adapted as needed or will still see other adaptations.

Introduction:

The primary purpose of the Craig City School District system for evaluation of teachers and principals is to foster continuous professional growth, enabling success for all students. The evaluation system is based on three core concepts: professional growth, continuous improvement and quality assurance. The goal of the Craig City School District Principal evaluation system is to ensure that all Principals are meeting or exceeding the standards of professional practice that have been developed by the district. These standards are based on research based best practices that have resulted in improved student academic performance, behavior and growth. The District is committed to providing Principals with specific feedback and opportunities for professional growth to support these goals. The ultimate responsibility for selecting the summative performance rating rests with the superintendent.

Components of the Craig City School District Model:

Component One:	Evaluation by the Supervisor
Component Two:	School Performance Data
Component Three:	Other measures that include feedback from stakeholders, evaluation of artifacts, interviews etc.

These three components above are outlined in statute and require the use of:

1. Formative and summative evaluations
2. On-the-job observations
3. Surveys to help identify a principal's effectiveness
4. Longitudinal data on student academic growth as an evaluation component and incorporation of district achievement goals and targets
5. Evaluator interviews
6. School budget data and financial records
7. Student handbooks that communicate expectations, structures, rules, and procedures
8. Staff and student survey data
9. Committee structures, meeting agendas, and meeting minutes
10. School mission, vision, and goal documents OR school improvement plan OR professional development plan
11. Principal written communications—memos, newsletters, website
12. Student behavior and attendance data
13. Evidence of recognition and celebrations
14. Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders
15. Procedures for reporting, investigating, and resolving incidents of school bullying.

Component I: Evaluation by the Supervisor

The supervisor assessment is based on the core competencies and indicators and is to be conducted in accordance with the process outlined below. A rubrics template for each indicator has been developed and included as part of the model. The rubrics template is designed to provide detailed guidance for making fair, accurate and consistent judgments about performance. Using the rubric to establish a common understanding of expectations contributes to quality assurance in the process for both the evaluator and the principal. The template can also serve as the basis for an ongoing dialogue about results, as a tool for systemic feedback and as guidance for developing growth plans.

Component II: School Performance Data

The process of setting learning goals, monitoring progress, and assessing the results, is central to a quality evaluation process.

School level performance, data tied to established goals, related to student outcomes are part of this evaluation model. This component is designed to implement the requirement in statute specifying the use of longitudinal data on student academic growth as an evaluation component incorporating district achievement goals and targets.

Student achievement and school outcome goals will be developed by the principal in collaboration with school and grade-level teams and/or content specific teachers and aligned to district goals. Goals in this area may be subject and subgroup specific. Decisions of effectiveness in this component should not be determined based on a single assessment or source of evidence but should rely on multiple measures. In collaboration with the evaluator, a principal will set student achievement goals based on proficiency, growth, graduation rates (if applicable), and achievement gap reduction.

Results from AMPs and MAPs tests will be used to obtain student achievement and growth data. Other indicators, including but not limited to performance on Workkeys, ACT and SAT, graduation and drop out rates, and other appropriate measures at other grade levels might also be considered.

Other School Performance Goals:
In collaboration with the evaluator, a principal will select additional goal areas to reflect the unique circumstances of a school or district and to reinforce accountability and focus on school and district initiatives.
Examples of goals:
- Areas specific to one grade level or one sub-group of students
- Enrollment in rigorous courses
- Student suspensions or disciplinary referrals
- Attendance
- Grade promotion
- Student participation in activities
- Teacher turnover

Component III: Other Measures That Include Feedback from Stakeholders

Multiple measures that seek information from students, parents, colleagues, and supervisors will be used to inform a principal's evaluation. A variety of methodologies that incorporate different types of evidence from these stakeholders will be used to address the range of expectations outlined in the performance measures and indicators to provide a thorough assessment of the principal's performance. Surveys will be given to each of these stakeholders to provide additional information.

The Evaluation Process:

1. Orientation on Process:
The superintendent or designee (the supervisor) provides the principal with a complete set of materials outlining the evaluation process and (as appropriate) with his/her summary evaluation from the last performance review.

2. Pre-Planning by Principal:
The principal reviews student achievement data from the previous school year, the prior year's evaluation results, and other relevant data (e.g., artifacts, survey results, teacher retention data). The principal uses these data sources to:

- Reflect on his/her own leadership practice
- Self-assess current performance on the Performance Measures and Indicators
- Identify priorities for professional growth and performance goals

The principal submits his/her self-assessment to the supervisor, who reviews it along with school results, and other relevant data, then sets a meeting to review and finalize priorities for the school year.

3. Goal-setting Conference:
The supervisor and principal meet to discuss, as applicable, the last performance evaluation, self-assessment, priorities for professional growth, and preliminary performance goals. At the conclusion of the conference, the supervisor and principal will come to agreement on performance goals (in the absence of agreement, the supervisor will make the final determination about the goals).

The conference will also be an opportunity to review the evaluation process overall and the processes to be used by the supervisor and principal to collect evidence about the principal's performance. If the supervisor holds significant concerns regarding the principal's performance and intends to use a process that is targeted at remediation, this should be clearly communicated at the goal-setting conference.

4. Evidence Collection:
The principal will collect evidence agreed upon in the goal-setting conference. This may include data for each performance measure included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student growth and success measured over time; and other data to document achievement of performance goals.

The supervisor will directly observe principal practice, interact with teachers and other members of the school community, and gather additional evidence to support the review. The supervisor should provide timely feedback on their observations, as appropriate. (This step repeated in spring after step 5).

5. Mid-year Supervisor Review:
The supervisor and principal hold a mid-year formative conference, with explicit discussion of progress against growth goals, all performance measures, and interim student and teacher performance data.

6. End-of-Year Summative Review:
The principal submits any evidence agreed to in the initial conference. The supervisor reviews this evidence and all other evidence gathered by him/herself and assembles a preliminary summary rating of the principal. The supervisor and principal hold an end-of-year conference to review and discuss accomplishment of growth goals, the preliminary summary rating, and interim student and teacher performance data.

7. Summative Performance:
Following the conference, the supervisor will finalize the summary rating and will generate a summary report of the evaluation, to be signed by both parties. A performance level shall be assigned using one of the following categories (see Attachment D):

4 -Exemplary:	Consistently exceeds standards of performance.
3 -Proficient	Consistently meets standards of performance.
2 -Basic	Demonstrates satisfactory competence on standards of performance.
1 -Unsatisfactory:	Does not meet acceptable standards of performance.

A limited number of items targeted for improvement may be added to the growth plan by the supervisor under the criteria listed for this designation.

An overall performance evaluation of unsatisfactory or basic will result in disciplinary action or termination as per Alaska State Statutes.

Evaluation and Professional Development Feedback System

Craig City School District Board of Education

Superintendent

Teachers and Staff

School Principal/Director

Citizens of Craig, and POW Alaska

Students

Parents

Timelines for Principal Evaluation

1. Evaluators will receive training on the district's evaluation system prior to the first teacher workday.

2. Training for all certified staff on the professional evaluation system will be conducted by the administration during the teacher orientation at the beginning of each school year.

3. Principals will be evaluated once per year. The evaluator may choose to conduct additional observations and/or evaluations.

4. Principals will complete a self-evaluation using the district's principal evaluation instrument. Peer input is also encouraged and procedures for this process are included in the handbook.

5. Two or more formal observations will be conducted by the Superintendent for each evaluation, and an evaluation shall be conducted each year. The evaluation shall be completed prior to March 15th.

6. Students, parents and other community members are encouraged to provide input on a principal's performance on the forms provided by the district. Surveys must be received by February 1st. Only signed survey forms will be accepted from parents and other community members.

7. The administration will provide an opportunity for students to complete surveys in their classrooms, and will provide public notice to parents and other community members to remind them of the timelines and procedures for providing input on the performance of the teaching staff and the Principal. These surveys must be completed by February 1st.

8. Completed surveys will be turned in to the Superintendent and will be shared with the Principal.

Guidelines for Staff Input for the Administrator Evaluation

The following procedures have been developed for staff feedback to administrators:

1. It is strongly recommended that staff members provide input for the administrator responsible for their supervision. However, such input is optional on the part of the staff.

2. Any staff member may provide input into the performance of an administrator.

3. The survey instrument will be provided by the district.

4. If a survey is completed, it must be signed by the staff member.

5. The completed survey instrument is to be given to the Principal. The Principal will have five (5) school days in which to review the survey, comment if desired, and forward a copy to his/her supervisor.

6. The survey results may be used by the principal and supervisor in planning for performance improvement, and may be considered for employment decisions; i.e., non-retention, reassignment, etc.

7. Whenever a rating is less than satisfactory, a narrative comment is required in order to provide specific examples of why a performance standard is not being met.

8. Evaluations of administrators shall be completed no later than March 1st. Earlier deadlines may be established by the Superintendent.

Principal Performance Survey by Teacher or Staff Member

Principal_____

	Disagree			Agree	
1.The Principal lets staff know what is expected of them.	1	2	3	4	5
2.The Principal cares about students.	1	2	3	4	5
3.Expectations are high at this school.	1	2	3	4	5
4.Students at this school have a voice in policy.	1	2	3	4	5
5.This school communicates well with parents.	1	2	3	4	5
6.Students at this school are engaged in their classes.	1	2	3	4	5
7.The Principal is open to constructive feedback.	1	2	3	4	5
8. Teachers play a role in making decisions for this school.	1	2	3	4	5
9. The Principal provides me with valuable feedback.	1	2	3	4	5
10.The Principal encourages collaboration.	1	2	3	4	5
11. Our school is a caring and nurturing place.	1	2	3	4	5
12. The Principal is focused on continuous improvement.	1	2	3	4	5
13. New teachers receive the support they need to be successful.	1	2	3	4	5
14. I feel supported by the Principal.	1	2	3	4	5
15. The principal deals with problems in an effective manner.	1	2	3	4	5
16. The principal handles student discipline in a fair manner.	1	2	3	4	5
17. I like working in this school.	1	2	3	4	5
18. I feel safe at this school.	1	2	3	4	5
19. This school's facilities are clean and well maintained.	1	2	3	4	5

Please write comments on the back of this form.

PRINCIPAL PERFORMANCE SURVEY FORM

Principal _____

Instructions: Please complete the survey by circling the most appropriate number.

The Principal···	Agree				Disagree	Not Observed
···promotes standards of instructional excellence.	1	2	3	4	5	0
···effectively manages all aspects of the school to ensure a positive educational experience for students.	1	2	3	4	5	0
···listens, understands, and communicates information both orally and in writing with accuracy, clarity and effectiveness to community members, parents, and students.	1	2	3	4	5	0
··· shows an awareness, sensitivity, and understanding of cultural and other differences.	1	2	3	4	5	0
···encourages parents and other community members to become involved with the educational process.	1	2	3	4	5	0
···is fair and consistent with parent requests and interactions.	1	2	3	4	5	0
··· has a positive and friendly attitude.	1	2	3	4	5	0
···is a strong and visible leader of the school.	1	2	3	4	5	0
Have you personally met with the principal?	Yes	No				
Have you visited the school during the school day?	Yes	No				

Comments:

Parent/Community Member Name (**Required**) _____

In order for this survey to be used in the evaluation it must be signed.

PRINCIPAL PERFORMANCE SURVEY FORM

Principal_____

Student's Grade Level_____

Instructions: Please complete the survey by circling the most appropriate letter grade. Please share additional thoughts in the "Comments" section.

The Principal…

1…promotes excellence and supports learning in school.	A	B	C	D	F	Don't know our
2…makes sure that the teacher and staff provide a positive educational experience for students.	A	B	C	D	F	Don't know
3…listens, understands, and communicates clearly.	A	B	C	D	F	Don't know
4…shows an awareness, sensitivity and understanding of cultural and other differences.	A	B	C	D	F	Don't know
5…encourages parents and other community members become involved with the school.	A	B	C	D	F	Don't know to
6…is fair and consistent with student requests and interactions.	A	B	C	D	F	Don't know
7…has a positive and friendly attitude.	A	B	C	D	F	Don't know
8…is a strong and visible leader of our school.	A	B	C	D	F	Don't know

Have you personally talked with the principal?   Yes   No

Have you visited the principal's office for any reason?   Yes   No

PRINCIPAL PERFORMANCE SURVEY FORM

Principal_____

Student's Grade_____

Instructions: Please complete this survey by choosing the appropriate letter grade..

My Principal…

1…supports learning in our school.	A	B	C	D	F	Don't know
2…listens, understands and communicates clearly.	A	B	C	D	F	Don't know
3…treats all students fairly.	A	B	C	D	F	Don't know
4…encourages my parents to become involved with the school.	A	B	C	D	F	Don't know
5…has a positive and friendly attitude.	A	B	C	D	F	Don't know
6…is seen around the school often.	A	B	C	D	F	Don't know

Comments:

Have you personally talked with the principal?   Yes   No

Have you visited the principal's office for any reason?   Yes   No

PRINCIPAL PERFORMANCE SURVEY FORM

Principal_____

Student's Grade_____

My principal…

1…supports learning in our school.   ☺   ☹

2…listens, understands and
     communicates clearly.   ☺   ☹

3…treats all students fairly.   ☺   ☹

4…encourages my parents to
     become involved with the school.   ☺   ☹

5…has a positive and friendly attitude.   ☺   ☹

6…is seen around the school often.   ☺   ☹

Have you personally talked with the   principal?   Yes   No
Have you visited the principal's office for
any reason?   Yes   No

Craig City School District
Principal Evaluation

Name of Principal: Name of Evaluator: Date:	Unsatisfactory	Basic	Proficient	Exemplary

Domain One: Data Driven Focus On Student Achievement

	Unsatisfactory	Basic	Proficient	Exemplary
The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.				
The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.				
The school leader ensures that data are analyzed, interpreted and used to regularly monitor progress toward school achievement goals.				
The school leader ensures that data are analyzed, interpreted and used to regularly monitor progress toward achievement of goals for individual students,				
The school leader ensures that appropriate school level and classroom level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed,				
Overall Rating For Domain One				

Narrative:

Craig City School District
Principal Evaluation

Domain Two: Continuous Improvement of Instruction

The school leader provides a clear vision as to how instruction should be addressed in the school.				
The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.				
The school leader is aware of predominant instructional practices throughout the school.				
The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.				
The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.				
Overall Rating for Domain Two				

Narrative:

Craig City School District
Principal Evaluation

Domain Three: A Guaranteed and Viable Curriculum

The school leader ensures that the school curriculum and the accompanying assessments adhere to state and district standards.				
The school leader ensures that school curriculum is focused enough that it can be adequately addressed in the time available to teachers.				
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.				
Overall Rating For Domain Three				

Narrative:

Craig City School District
Principal Evaluation

Domain Four: Communication, Cooperation and Collaboration

The school leader ensures that teachers have opportunities to observe and discuss effective teaching.				
The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.				
The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.				
The school leader ensures that teachers and staff have formal ways to provided input regarding the optimal functioning of the school and delegates responsibility appropriately.				
The school leader ensures that students, parents, and community members have formal ways to provide input regarding the optimal functioning of the school.				
Overall Rating for Domain Four				

Narrative:

Craig City School District
Principal Evaluation

Domain Five: School Climate

The school leader is recognized as the leader of the school who continually improves his or her professional practice.				
The school leader has the trust of faculty and staff and his/her actions are guided by what is best for all student populations.				
The school leader ensures that faculty and staff perceive the school environment as safe and orderly.				
The school leader ensures that students, parents and the community perceive the school environment as safe and orderly.				
The school leader manages the fiscal, operational and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.				
The school leader acknowledges the success of the whole school as well as individuals within the school.				
Overall Rating For Domain Five				

Narrative:

Principal Signature_____ Date_____

Evaluators Signature_____ Date_____

Note: *The signature does not constitute endorsement of the evaluation but indicates the evaluation has been read and discussed. Additional sheets may be attached by the evaluator or by the evaluatee who desires to make a comment. A teacher may provide additional information to the evaluator within 5 working days of the receipt of this form. Any additional information will become part of the summative record.*

Marzano Domains

Domain I: A Data-Driven Focus on Student Achievement
Element 1: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Sample Evidences
1. Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.
2. School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings.
3. Written goals are established for eliminating the achievement gap for all students.
4. Written goals address the most critical and severe achievement deficiencies.
5. Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
6. Scales are in place to chart student and school progress towards meeting the standards.
7. When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities.
8. When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities.
9. When asked, faculty and staff can describe the school-wide achievement goals.
10. When asked, faculty and staff can identify the school's most critical needs goals.

Domain I: A Data-Driven Focus on Student Achievement
Element 2: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Sample Evidences
1. Written goals are established for each student in terms of their performance on state/district assessments, benchmark assessments, or common assessments
2. Written goals accompanied by proficiency scales are established for each student in terms of their knowledge gain
3. Students keep data notebooks regarding their individual goals
4. Student led conferences focus on individual student's goals
5. Parent-teacher conferences focus on the individual student's goals
6. When asked, teachers can explain the learning goals of their students
7. When asked, students perceive that their individual goals are academically challenging
8. When asked, students are aware of their status on the achievement goals specific to them
9. When asked, parents are aware of their child's achievement goals

Domain I: A Data-Driven Focus on Student Achievement
Element 3: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Sample Evidences
1. Reports, graphs, and charts are available for overall student achievement
2. Student achievement is examined from the perspective of value-added results
3. Results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)
4. Reports, graphs, and charts are regularly updated to track growth in student achievement
5. Achievement data for student subgroups within the school are routinely analyzed
6. School leadership teams regularly analyze school growth data
7. Data briefings are conducted at faculty meetings
8. When asked, faculty and staff can describe the different types of reports available to them
9. When asked, faculty and staff can explain how data are used to track growth in student achievement

Domain I: A Data-Driven Focus on Student Achievement
Element 4: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Sample Evidences
1. Reports, charts, and graphs are available for individual students depicting their status and growth
2. Individual student achievement is examined from the perspective of value-added results
3. Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)
4. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
5. Teachers regularly analyze school growth data for individual students
6. School leadership teams regularly analyze individual student performance
7. When asked, individual students and their parents can describe their achievement status and growth
8. When asked, faculty can describe the different types of individual student reports available to them
9. When asked, faculty and staff can analyze data of their individual students including all subgroups

Domain I: A Data-Driven Focus on Student Achievement
Element 5: The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.
Sample Evidences
1. Extended school day, week, or year programs are in place
2. Tutorial programs are in place (during the school day and/or after school)
3. Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
4. Response to intervention measures are in place
5. Enrichment programs are in place
6. Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs
7. When asked, teachers can explain how interventions in place help individual students met their goals
8. When asked, student and/or parents can identify interventions in place to meet their goals
9. When asked, students report their school has programs in place to help them meet their achievement goals.

Domain II: Continuous Improvement of Instruction
Element 1: The school leader provides a clear vision as to how instruction should be addressed in the school.

1. Sample Evidences
2. A written document articulating the school-wide model of instruction is in place
3. The school-wide language of instruction is used regularly by faculty in their professional learning communities, faculty and/or department meetings
4. Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
5. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction
6. New initiatives are prioritized and limited in number to support the instructional model
7. The school-wide language of instruction is used regularly by faculty in their informal conversations
8. When asked, teachers can describe the major components of the school-wide model of instruction.
9. When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

Domain II: Continuous Improvement of Instruction
Element 2: The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Sample Evidences
1. Individual teachers have written pedagogical growth goals
2. Individual teachers keep track of their progress on their pedagogical growth goals
3. Evaluation results, growth plans, and interventions for struggling teachers are available
4. Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress
5. A system is in place to effectively evaluate and revise the school's new teacher induction program
6. The school leader has demonstrated a track record of hiring effective teachers
7. The school leader has a track record of retaining effective teachers
8. When asked, teachers can describe their progress on their pedagogical growth goals
9. When asked, teachers can share documented examples of how reflection has improved their instructional practice.

Domain II: Continuous Improvement of Instruction
Element 3: The school leader is aware of predominant instructional practices throughout the school.

Sample Evidences
1. Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
2. Forthright feedback is provided to teachers regarding their instructional practices
3. Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
4. Data are available to document the predominant instructional practices in the school
5. The school leader can describe effective practices and problems of practice
6. When asked, teachers can describe the predominant instructional practices used in the school.

Domain II: Continuous Improvement of Instruction
Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
Sample Evidences
1. Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
2. Teacher feedback and evaluation data are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
3. Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
4. Data shows the school leader provides frequent observations and meaningful feedback to teachers
5. Ongoing data are available to support that teacher evaluations are consistent with student achievement data
6. When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.

Domain II: Continuous Improvement of Instruction
Element 5: The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Sample Evidences
1. Online professional development courses and resources are available to teachers regarding their instructional growth goals
2. The school leader tracks teacher participation in professional development activities
3. Teacher-led professional development is available to teachers regarding their instructional growth goals
4. Instructional coaching is available to teachers regarding their instructional growth goals
5. Data are collected linking the effectiveness of professional development to the improvement of teacher practices
6. Data are available supporting deliberate practice is improving teacher performance
7. When asked, teachers can describe how the professional development supports their attainment of instructional growth goals.

Domain III: A Guaranteed and Viable Curriculum
Element 1: The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
Sample Evidences

1. Curriculum documents are in place that correlate the written curriculum to state and district standards
2. Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
3. Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum
4. Information is available examining the extent to which assessments accurately measure the written and taught curriculums
5. School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
6. Evidence is available demonstrating the assessments are accurately measuring the state and district standards
7. When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)
8. When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned.

Domain III: A Guaranteed and Viable Curriculum
Element 2: The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
Sample Evidences
1. A written list of essential elements is in place
2. A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
3. Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)
4. Time available for specific classes and courses meets the state or district specifications for those classes and courses
5. Data are available to show that students are ready to be contributing members of society and participate in a global community
6. Data are available to show that students are college and career ready
7. A plan is in place to monitor the curriculum is taught in the time available to teachers
8. When asked, teachers can describe which elements are essential and can be taught in the schedule time
9. When asked, students report they have time to learn the essential curriculum.

Domain III: A Guaranteed and Viable Curriculum
Element 3: The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Sample Evidences
1. Tracking systems are in place that examine each student's access to the essential elements of the curriculum
2. Parents are aware of their child's current access to the essential elements of the curriculum
3. All students have access to advanced placement or other rigorous courses
4. All students have a prescribed program of study that documents access to courses
5. Data are available to show teachers have completed appropriate content area training in their subject area courses
6. Data are available to verify student achievement in critical content and standards
7. When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics

8. When asked, students report they have the opportunity to learn the critical content of the curriculum.

Domain IV: Cooperation and Collaboration
Element 1: The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Sample Evidences
1. Teachers have opportunities to engage in instructional rounds
2. Teachers have opportunities to view and discuss video-based examples of exemplary teaching
3. Teachers have regular times to meet and discuss effective instructional practices (e.g. lesson study, professional learning communities)
4. Teachers have opportunities to interact about effective teaching via technology
5. Instructional practices are regularly discussed at faculty and department meetings
6. Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
7. Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
8. Data are available to document that teachers who participate in observational rounds improve their pedagogy
9. When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth

Domain IV: Cooperation and Collaboration
Element 2: The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Sample Evidences
1. Teachers are advised of the specific types of decisions in which they will have direct input
2. Data-gathering techniques are in place to collect information from teachers
3. Notes and reports are in place that describe how teacher input was used when making specific decisions
4. Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)
5. Groups of teachers are selected and utilized to provide input regarding specific decisions
6. Teacher leaders are enabled to proactively initiate, plan, implement and monitor projects
7. The school leadership team has critical roles in facilitating school initiatives
8. Data are available to show input is used by the school leader
9. When asked, teachers report they feel their input is valued and used by the school leader

Domain IV: Cooperation and Collaboration
Element 3: The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Sample Evidences
1. Professional learning communities (PLCs) are in place and meet regularly
2. PLCs have written goals
3. The school leader regularly examines the PLC's progress toward goals
4. Common assessments are created by PLCs

5. Student achievement and growth are analyzed by PLCs
6. Data teams are in place and have written goals
7. The progress of each data team towards reaching its goals is regularly examined
8. To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings
9. When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy
10. When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices.

Domain IV: Cooperation and Collaboration
Element 4: The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Sample Evidences
1. Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
2. Data are archived and reports regularly generated regarding these data
3. The manner in which data are used is made transparent
4. The school improvement team provides input to the leader regarding the school improvement plan
5. Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities
6. Faculty and staff are assisted with career planning and continuing educational opportunities
7. Teacher leaders and other faculty are empowered to share in the leadership of the school
8. Potential leaders are identified and guided in career development
9. The school leader can cite examples of where teacher input has resulted in effective change at the school
10. The school leader demonstrates ongoing mentoring of teacher leaders
11. When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
12. When asked, teachers can identify examples of when their input has resulted in effective change at the school.

Domain IV: Cooperation and Collaboration
Element 5: The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Sample Evidences
1. Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
2. Data are archived and reports regularly generated regarding these data
3. The manner in which these data are used is made transparent
4. Data are available to show that input from the school's diverse population is valued and used
5. An interactive website is provided for students, parents, and the community to provide input
6. Appropriate social networking technologies (e.g. Twitter, Facebook) is utilized to involve students, parents, and community
7. Focus group meetings with students and parents are routinely scheduled
8. The school leader hosts or speaks at community/business luncheons
9. The school leader can explain how the use of input from the school community has resulted in improved functioning of the school

10. The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning.
11. When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Domain V: School Climate
Element 1: The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Sample Evidences
1. A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
2. Professional development activities consistent with the leader's growth plan have been identified
3. Evidence of leadership initiatives is available
4. Adherence to district and state policies and procedures is evident
5. The school leader has demonstrated his or her ability to be a problem solver
6. The school leader has identified mentors and regularly interacts with them
7. When asked, faculty and staff identify the school administrator as the leader of the school
8. When asked, faculty and staff describe the school leader as uncompromising in regards to raising student achievement
9. When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
10. When asked, faculty and staff generally agree as to the vision provided by the school leader

Domain V: School Climate
Element 2: The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Sample Evidences
1. The school leader is recognized by the school community as one who is willing to "take on tough issues"
2. The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
3. When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
4. When asked, faculty and staff describe the school leader as an individual who will follow through with his or her initiatives
5. When asked, faculty and staff describe the school leader as one whose actions support his or her talk and expectations
6. When asked, faculty and staff describe the school leader as one who speaks with candor and "takes on tough issues.

Domain V: School Climate
Element 3: The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
Sample Evidences

1. Clear and specific rules and procedures are in place for the running of the school
2. Faculty and staff are provided the means to communicate about the safety of the school
3. Faculty and staff know the emergency management procedures and how to implement them for specific incidents
4. Evidence of practicing emergency management procedures for specific incidents is available
5. Evidence of updates to the emergency management plans and communication of them to the faculty and staff is available
6. When asked, faculty and staff describe the school as a safe and orderly place
7. When asked, the faculty and staff describe the school leader as highly visible and accessible
8. When asked, faculty and staff describe the school as a place focused on learning.

V: School Climate
Element 4: The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.
Sample Evidences
1. Clear and specific rules and procedures are in place for the running of the school
2. Social media is utilized so that students may anonymously report potential incidents
3. A system is in place for mass communicating to parents about issues regarding school safety (e.g. a call out system)
4. Coordination with local law enforcement agencies regarding school safety issues is a routine event
5. Parents and community are engaged to give input regarding issues of school safety
6. When asked, parents and students describe the school as a safe place
7. When asked, parents and students describe the school as an orderly place
8. When asked, community members perceive the school as safe and orderly
9. When asked, parents, students and community members describe the leader as highly visible and accessible.

Domain V: School Climate
Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
Sample Evidences
1. Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
2. Detailed budgets are developed, submitted, and implemented
3. The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
4. Data are available to show that resources and expenditures produce results (i.e. curriculum programs improve student learning)
5. The school leader manages time effectively in order to maximize focus on instruction
6. The school leader appropriately directs the use of technology to improve teaching and learning
7. Adequate training is provided for the instructional technology teachers are expected to use
8. When asked, faculty and staff report that they have adequate materials to teach effectively
9. When asked, faculty and staff report that they have adequate time to teach effectively

Domain V: School Climate

Element 6: The school leader acknowledges the success of the whole school, as well as individuals within the school.

Sample Evidences
1. The accomplishments of individual teachers, teams of teachers, and the whole school is celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) is recognized
2. The incremental successes of students and teachers is routinely recognized
3. The successes of the diverse school community is celebrated
4. When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
5. When asked, students, parents and community report their accomplishments are adequately acknowledged and celebrated

Plan of Improvement

Teacher Name: _____ School Year: _____

Professional Assignment:_____

Area(s) for Improvement (include domain questions if applicable):

Performance Goal Statement:	
Activities planned for Goal Attainment:	
Monitoring Procedures	
Terminal Date of POI	

I understand the terms and conditions of this plan. I understand that this plan represents an opportuni grow, and that it is the district's desire to support professional growth for me. I also understand that th be monitoring from administration throughout the process, but the onus to complete the plan fully, successfully and in a timely fashion is mine.

Teacher's -Signature: _____ Date: _____

Evaluator's Signature: ———————————————— Date: _____

Print or Type Evaluator's Name: _____

Progress Monitoring Meetings

Dates	Summary	Next Steps

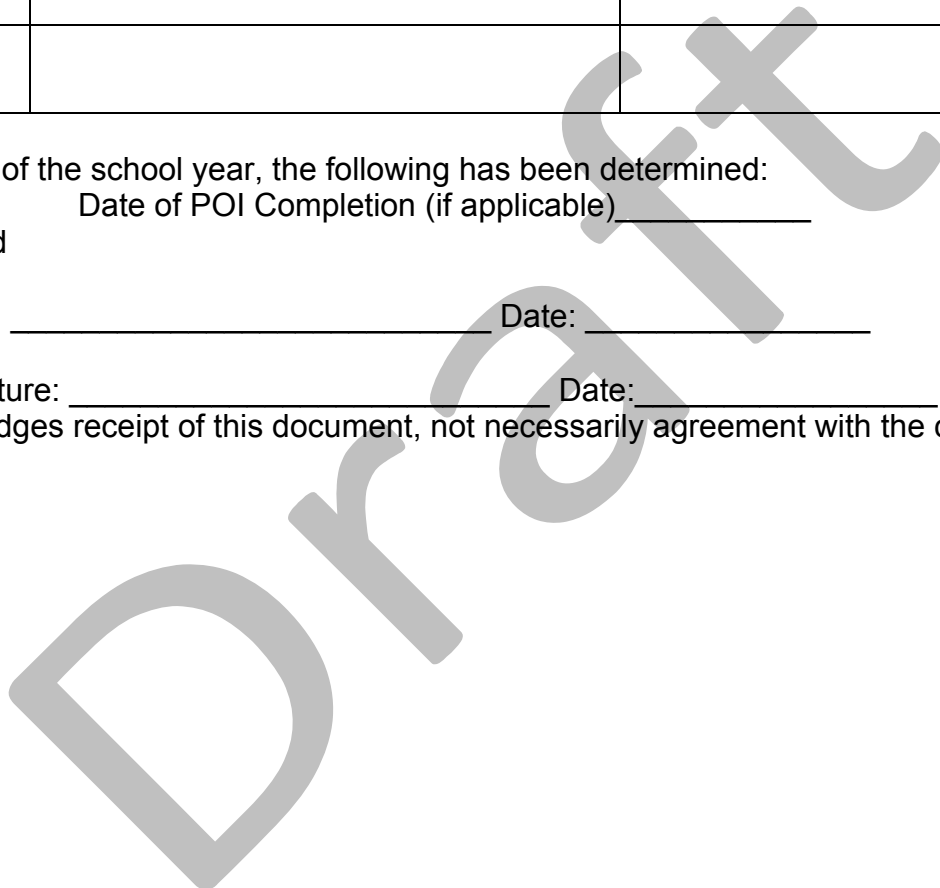Upon final evaluation of the school year, the following has been determined:
[ ] POI Completed   Date of POI Completion (if applicable)_____
[ ] POI Not Completed

Teacher's Signature*: _____ Date: _____

Administrator's Signature: _____ Date:_____
* Signature acknowledges receipt of this document, not necessarily agreement with the contents thereof.

Plan for Professional Growth

Teacher Name: _____ School Year: _____

Professional Assignment: _____

Area(s) for Improvement (include domain questions if applicable):

Performance Goal Statement:	
Activities planned for Goal Attainment:	
Monitoring Procedures	

I understand the terms and conditions of this plan. I understand that this plan represents an opportunity to grow, and that it is the district's desire to support professional growth for me. I also understand that there will be monitoring from administration throughout the process, but the onus to complete the plan fully, successfully and in a timely fashion is mine.

Teacher's -Signature: _____Date: _____

Evaluator's Signature:——————————————————— Date: _____

Print or Type Evaluator's Name: _____

Progress Monitoring Meetings

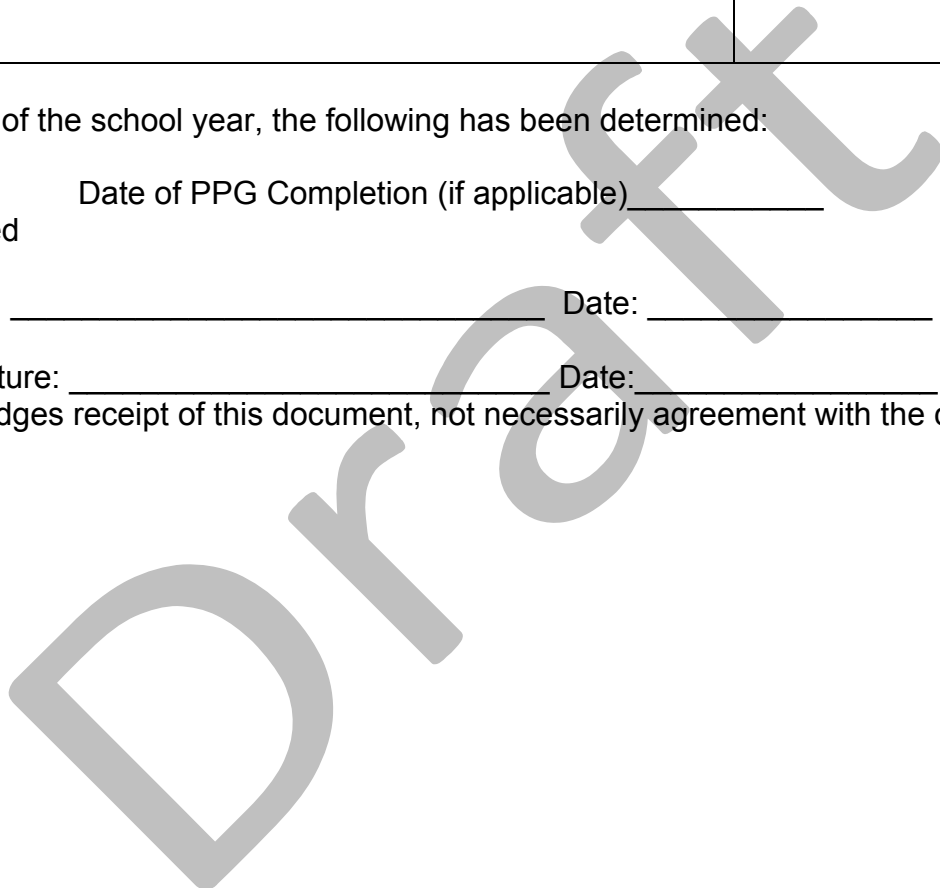| Dates	Summary	Next Steps

Upon final evaluation of the school year, the following has been determined:

[ ] PPG Completed   Date of PPG Completion (if applicable)_____
[ ] PPG Not Completed

Teacher's Signature*: _____ Date: _____

Administrator's Signature: _____ Date:_____
* Signature acknowledges receipt of this document, not necessarily agreement with the contents thereof.

Goal Setting Template

Goal ____ of _____

Principals Name: _____ School:_____
Position: _____ School Year: ____ -____
Marzano Domain: _____ Element: _____

Beginning of Year Goal Submission (due by _____ to the evaluator)

Performance Goal Statement:	
Activities planned for Goal Attainment:	
Monitoring Procedures	

Teacher's -Signature: _____ Date:_____

Evaluator's Signature: _____ Date:_____

Print or Type Evaluator's Name:

Mid-Year Self-Reflection

Performance Goal Statement	Progress	Evidence

Revisions		
Revised Performance Goal Statement	*Rationale (Input…)*	Activities/Strategies

Teacher's -Signature: _____ Date:_____

Evaluator's Signature: _____ Date:_____

Print or Type Evaluator's Name: