Principal Beginning of the Year Conference

Employee: _____ School: _____ Date: _____

Domain 1- Focus on Student Achievement

1a. Clear and measurable goals established and focused on critical needs regarding improving school level and individual level student achievement	
Complete Academic Achievement Goal	☐
Written goals are established as a percentage of students who will score at a proficient or higher on state, benchmark and school wide assessments	☐
Written goals are established for eliminating differences in achievement for students in all subgroups in the school	☐
School wide achievement goals are posted so that faculty and staff see them on a regular basis	☐
School wide achievement goals are discussed regularly at staff meetings and are documented in staff agendas	☐
Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal	☐
Graphic representations are in place to chart student and school progress towards meeting specific goals	☐
Faculty can describe the school wide achievement goals	☐
Observable evidence by supervisor	☐

1b. Ensures that data are analyzed, interpreted and used to regularly monitor progress toward school achievement goals and individual student achievement goals	
Reports, graphs and charts are available for school wide and individual student achievement data that demonstrates growth	☐
Results from multiple types of assessments are regularly reported and used (benchmark, common assessments)	☐
Reports, graphs, and charts are regularly updated to track growth in student achievement	☐
Data dialogs are conducted	☐
Faculty and staff can explain how data are used to track growth in student achievement	☐
Observable evidence by supervisor	☐

1c. Appropriate school-level and classroom-level programs and practices are effectively implemented to help all students meet individual achievement goals when data indicates interventions are needed	
RTI (Response to Instruction) processes are in place	☐
Documented interventions are evident	☐
Appropriate referral processes are in place	☐
The school schedule is designed so that students can receive academic assistance	☐
Individual student completion of programs designed to enhance their academic achievement is monitored (gifted & talented, advanced placement, STEM, etc.)	☐
Enrichment programs are in place	☐
Data are collected and available to monitor student participation in intervention or enrichment programs	☐
When asked, teachers can explain the interventions in place to help individual students meet their achievement goals	☐
Observable evidence by supervisor	☐

Domain 2 - Continuous Improvement of Instruction

2a. Common expectations for instruction and PD and successful implementation of the expectations	
Comparison of Teacher Self-Assessment vs. Principal Rating Report	☐
The school-wide language of instruction is used regularly in faculty and department meetings	☐
Guidelines for Success	☐
PD Agendas	☐
Handbooks (instructional Expectations)	☐
There is evidence of district initiatives and that district correspondence has been read and disseminated	☐
Professional development opportunities are provided for all teachers regarding the school-wide language and common expectations for instruction	☐

New initiatives are prioritized and limited in number to support the instructional expectations	☐
The school-wide language of instruction is used regularly by faculty in daily operation	☐
Teachers can describe the major components of the school-wide expectations for instruction	☐
Observable evidence by supervisor	☐

2b. Teachers and staff are provided with clear, ongoing evaluations of their strengths and weaknesses that are based on multiple sources of data	
Documentation of highly specific feedback is in place to provide teachers and staff accurate feedback on their strengths and weaknesses	☐
Evidence of high quality focused learning team (FLT) activities align with specific system or individual employee weaknesses	☐
Data driven and job embedded professional development opportunities	☐
Teacher/staff 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, instructional tours, and walkthroughs	☐
Teacher/staff evaluation data are regularly used as the subject of conversation between school leaders and teachers	☐
Provides frequent observations and meaningful feedback to teachers/staff.	☐
Ongoing data are available to support that teacher evaluations are consistent with student achievement data	☐
The leader can link teacher evaluation data with student achievement data	☐
Teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement	☐
Observable evidence by supervisor	☐

Domain 3 - Professionalism and Collaboration

3a. Staff have opportunities to discuss effective teaching	
Supervisor invitation to a meeting or class session facilitated by the school principal (upload agenda)	☐
Evidence is available of teachers participating in opportunities to view and discuss video-based examples of exemplary teaching	☐
Teachers have regular times to meet and discuss effective instructional practices (e.g. lesson study, professional learning communities)	☐

3a. Continued	
Teachers have opportunities to interact about effective teaching via technology	☐
Instructional practices are regularly discussed at faculty and department meetings	☐
Observable evidence by supervisor	☐

3b. The principal ensures that teachers have formal roles in the decision making process regarding school initiatives	
The specific types of decisions on which teachers will have direct input are made clear	☐
Data-gathering techniques are in place to collect information from teachers	☐
Notes and reports are in place that describe how teacher input was used when specific decisions	☐
Electronic tools are utilized to collect and report teacher opinions regarding specific decisions and leadership (e.g. online surveys)	☐
Groups of teachers are targeted and utilized to provide input regarding specific decisions	☐
The leader enables teacher leaders to proactively initiate, plan, implement and monitor projects	☐
The school leadership/improvement team has critical roles in facilitating school initiatives	☐
Teachers report they feel their input is valued and used by the school leader	☐
Observable evidence by supervisor	☐

3c. Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students	
Evidences of School Leadership Team, Foundations Team, and Title One Team	☐
All school leadership teams have written goals	☐
The school leader regularly examines the progress toward goals school leadership teams	☐
Common assessments are created to evaluate progress toward goals of school leadership teams	☐
Observable evidence by supervisor	☐

3c. Continued	
Student achievement and growth are analyzed by school leadership teams	☐
Data teams are in place	☐
Data teams have written goals	☐
The school leader regularly examines each data team's progress toward goals	☐
The school leader collects and reviews minutes, notes and goals from meetings to maintain a focus on student achievement	☐
Teachers can explain how school learning teams analyze data to identify appropriate instructional practices	☐
Observable evidence by supervisor	☐

3d. The principal fosters the success of all students by communicating effectively with all stakeholders (i.e. students, families, staff, and community	
Faculty meetings using EXCEL model at least twice a month	☐
Regular school newsletters	☐
Evidence of use of technology to reach specific stakeholders	☐
Updated school website celebrating student and faculty success with most current information and dates	☐
Examples of communicating a positive image of the school to the community at large	☐
Examples of communicating appreciation for community and family support and involvements	☐
Observable evidence by supervisor	☐

Domain 4 - School Climate

4a. The principal is recognized as the leader of the school who continually improves his/her professional practice	
Has a written, annual growth plan	☐
Effectively communicates absences with his or her supervisor and support staff and coordinates administrative supervision during absences	☐
Is present and available at critical times of the school year and for important school events such as the beginning of the school year, parent/teacher conferences, and professional development requirements	☐
Has a record of being responsive to community concerns	☐
Can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses	☐

4a. Continued	
Faculty and staff describe the school leader in surveys as uncompromising in regards to raising student achievement	☐
Faculty and staff describe the school leader in surveys as effectively communicating those non-negotiable factors that have an impact on student achievement	☐
Has demonstrated his or her ability to be a problem solver and adept at conflict resolution	☐
Observable evidence by supervisor	☐

4b. The principal has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations	
In the School Climate Connectedness survey, faculty and staff describe the school leader as one who is an effective leader	☐
In the School Climate Connectedness survey, faculty and staff describe the school leader as one who speaks with candor and honesty	☐
In surveys, faculty and staff describe the school leader as one who is willing to take on tough issues and hold others accountable	☐
Acknowledges when school goals have not been met or initiatives have failed and revises the plan for success	☐
Observable evidence by supervisor	☐

4c. The principal ensures that the school environment is safe and orderly	
Clear and specific rules and procedures are in place in accordance with the school emergency operations plan	☐
Social contracts are in place along with recognized professional norms	☐
Few, if any, incidents occur in which the safety of faculty or staff is compromised	☐
Provides a means for faculty and staff to communicate about the safety of their school	☐
Faculty and staff know the emergency management procedures and how to implement them for specific incidents	☐
Can provide evidence of practicing emergency management procedures for specific incidents including documentation on all emergency drills	☐
Can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff	☐
Faculty and staff describe the school as a safe and orderly place	☐

4c. Continued	
Faculty and staff describe the leader as highly visible and accessible	☐
Snapshot of School Climate and Connectedness Data for staff and students' perception about school safety	☐
Observable evidence by supervisor	☐

4d. The principal effectively manages the fiscal, operational, and technological resources necessary to support an effective instructional program	
Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses	☐
Time available for specific classes and courses meets the state or district specifications for those classes and courses	☐
Develops, submits and implements detailed budgets	☐
Successfully accesses and leverages a variety of resources (e.g. grants, local, state and federal funds)	☐
Manages time effectively in order to maximize focus on instruction	☐
Appropriately directs the use of technology to improve teaching and learning	☐
Observable evidence by supervisor	☐

4e. The principal acknowledges the success of the whole school, as well as individuals within the school	
Recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)	☐
Recognizes incremental success of students and teachers	☐
Recognizes the success of individual departments	☐
Regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)	☐
Faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated	☐
Faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated	☐
Observable evidence by supervisor	☐

Comments/Other:

Employee Signature _____ Date _____

Evaluator Signature _____ Date _____