RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Principal Evaluation Handbook

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Table of Contents

Introduction
Evaluation Timeline/Workflow
The Model
    Professional Practice Rubrics: 6 Domains
    Self-Reflection
    Peer Review
    Surveys
    Summative Evaluation Worksheet Page

Introduction: Based on Kim Marshall Principal Evaluation Rubrics

1. These rubrics are organized around six domains covering all aspects of an administrator's job performance:

I. Diagnosis and Planning
II. Priority Management and Communication
III. Curriculum and Data
IV. Supervision, Evaluation, and Professional Development
V. Discipline and Parent Involvement
VI. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

4 – Highly Effective
3 – Effective
2 – Improvement Necessary
1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into the evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs.

Evaluation Timeline/Workflow

Month	Activity/Actions
By September 30	Meet with the evaluator to review indicators previously discussed from prior cycle. Identify 1 -2 goals and enter into e-portfolio by 9.30.
September - April	Supervisor conducts walkthroughs and provides feedback.
September - June	Peer Review is completed.
By January 15	Principal completes mid-year reflection on goals in e-portfolio.
By June 30	Survey is conducted based on goals.
July - September	Goal Presentation, Summative, and Comments Principal meets with the evaluator to discuss overall rating and goal setting for the following year that is tied to evaluation standards.

Professional Practice Rubrics:
I. Diagnosis and Planning

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for future success.	Engages colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Goals	Widespread practices of the district mission statement and building goals are evident throughout the school.	School based goals align with the District mission/vision goals.	Distributes the district mission statement that few staff remember.	Does not share or follow the district mission statement.
e. Goal Setting	Gets strong staff commitment on a bold, ambitious long term student achievement target that aligns with the district mission and goals.	Builds staff support for establishing long term measurable goals.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Strategy	Collaboratively crafts a comprehensive, results-oriented action plan with annual goals.	Gets input and writes a comprehensive, measurable action plan for the current year.	Writes a non-specific, non-accountable action plan.	Recycles the previous year's non-specific,non-accountable action plan.
g. Support	Fosters a sense of urgency and ownership among stakeholders for achieving annual goals.	Builds support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Doesn't seek support for the annual plan, resulting in lack of awareness or ownership.
h. Enlisting	Masterfully encourages resistant staff members who fear change and/or harbor low expectations.	Effectively addresses resistance, low expectations, and fear of change.	Works on persuading resistant staff members with differing perspectives to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
i. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

II. Priority Management and Communication

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but there is no long-term planning.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a comprehensive system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has staff buy-in on exactly what is expected for building policies/procedures/practices .	Makes sure staff know what is expected for building policies/ procedures/practices.	Periodically reminds teachers of building policies/procedures/practices.	Fails to or is constantly reminding staff what they should be doing in terms of policies/ procedures/practices.
f. Delegation	Effectively delegates relevant tasks to ensure the leader is able to focus on the highest priority goals.	Delegates appropriate tasks to staff members and monitors progress.	Doesn't delegate enough tasks that should be done by others.	Does almost everything themselves.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting activities and crises.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork.	Has a system for dealing with email, paperwork, and administrative chores.	Tries to stay on top of email, paperwork, and administrative chores but is often behind.	Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Is able to balance personal and professional priorities and is able to interact in a highly effective manner with all stakeholders.	Is able to balance personal and professional priorities and is able to effectively interact with all stakeholders.	An imbalance of personal and professional priorities sometimes hinders one's ability to effectively interact with all stakeholders.	Inability to balance priorities negatively affects ability to interact with all stakeholders.

III. Curriculum and Data

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

a. Expectations	Ensures teachers are using district approved or national scope-and-sequence documents for curriculum direction with exemplars.	Ensures teachers are using district approved or national scope-and-sequence documents for curriculum direction.	Refers teachers to district approved or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and ensures they assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Formative	Ensures that high-quality, aligned, formative assessments are given by all teachers on a regular basis.	Ensures formative assessments to monitor student learning are given several times a year.	Suggests that teachers give formative assessments to check on student learning.	Doesn't insist formative assessment be used.
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Ensures that data meetings go beyond *what* students got wrong and delve into *why.*	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective re-teaching, tutoring, and other interventions.	Ensures teams follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

IV. Supervision, Evaluation and Professional Development

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Understanding of Best Practices	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high- quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime focus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint an individual to chair meetings and file reports that may not always be focused or substantive.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units built from district learning objectives.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lessons or unit plans.
g. Evaluation	Visits classrooms regularly and provides timely, actionable feedback.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Feedback	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Provides feedback to struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Accountability	Provides high level support and/or dismisses all ineffective teachers, scrupulously following contractual requirements.	Provides support and/or dismisses most ineffective teachers, following contractual requirements.	Provides some support or tries to nonrenew ineffective teachers, but is stymied by procedural errors.	Does not initiate nonrenewal procedures or provide support, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

V. Discipline and Family Involvement

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Celebrates student achievement and core value behaviors and works to build school spirit.	Inconsistently celebrates student achievement and core value behaviors.	Rarely celebrates students and fails to build school pride.
d. Training	Ensures that staff are skilled in proactive management and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other support for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Responds to parents only when concerns are raised.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Ensures that families receive regular information about learning expectations and specific ways that families can support student learning.	Ensures that information about grade-level learning expectations and about ways families can help at home is provided to families.	Information about grade-level learning expectations and about ways families can help at home is available to families but rarely referenced.	Information about grade level expectations is not available or not referenced.
h. Conferences	Orchestrates productive parent/teacher conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/ teacher conferences.	Some effort to set up face-to-face parent/teacher conferences to occur.	Minimal effort to set up face-to-face parent/ teacher conferences to occur.
i. Communication	Sends home frequent school communications and has all teachers sending substantive updates.	Sends home periodic school communication and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective interventions for all students.	Provides interventions for most students.	Provides ad hoc, occasional support for students.	Does not provide assistance for students.

VI. Management and External Relations

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Strategies	Consistently is up-to-date on research based strategies that boost student learning.	Identifies effective research based strategies to improve student learning.	Explores research based strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some technical flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Ensures orderly student entry, dismissal, meals, class transitions, and recesses.	Ensures student entry, dismissal, transitions, and meal times.	There are frequent problems with student entry, dismissal, or common spaces.
d. Custodians	Collaborates with the Director of Facilities in leading staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Collaborates with the Director of Facilities in supervising staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates opportunities to support staff compliance and training.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel, and motivates them to contribute to the school's mission.	Builds relationships with district and external staffers to enlist their active support.	Is professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

k. Feedback	Actively seeks out feedback, gathers documentation and suggestions from key stakeholders and uses them to improve performance.	Listens thoughtfully to other viewpoints, gathers documentation, and responds constructively to suggestions and criticism.	Inconsistently heeds feedback of stakeholders.	Dismisses feedback and suggestions for improvement.

Self-Reflection/Assessment

Each fall, in conjunction with the superintendent, the principal will identify 1 or 2 indicators as an area of focus for goal setting. At the end of the year, the principal will reflect on the successes and challenges of meeting the goals. Possible points of emphasis are action plans, professional development, work with teachers, students, parents or community members, use of data, surveys, data you are proud of, results of the action plan and why.

Peer Review

During the year, the principal accesses formative feedback through a self-selected peer review. Peer feedback is for professional growth purposes only and is not calculated into the summative effectiveness rating. A brief reflection will be included in each principal's e-portfolio.

Surveys

- The focus of the survey will be on meaningful goals that are individualized and targeted to a specific goal or target group.
- The evaluator and the principal will decide together what data to collect and from whom and in what manner.
- The evaluation of a principal is the responsibility of the superintendent and is part of a confidential personnel file. Board Policy: GCOC

Summative Evaluation Worksheet Page

Name:_____ School Year : _____

_____

Evaluator: _____ Position/School:_____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Priority Management and Communication:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Curriculum and Data:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Supervision, Evaluation, and Professional Development:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Discipline and Parent Involvement:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Management and External Relations:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth Discussion:

Evaluator comments:

Administrator comments:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

(The administrator's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)