



Principal Evaluation System

September, 2016

Introduction

School districts, educational organizations, state governments, and the federal government recognize not only the key role that principals play in school improvement, but also the increased complexity of that role. The Wallace Foundation Report, *How Leadership Influences Student Learning* (2004) concluded: "Leadership is second only to teaching among school influences on student success. The impact of leadership is most significant in schools with the greatest needs."

At the state level, all Maine school administrative units, in order to comply with the rules of Chapter 508 of Title 20-A, are expected to develop and implement a performance evaluation and professional growth (PE/PG) system for educators (teachers and principals) for full implementation by the 2015-2016 school year. The elements of an approved PE/PG system must include:

- Standards of professional practice by which teachers and principals are evaluated;
- Multiple measures of effectiveness, including student learning and growth;
- Four-level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches consequences to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

The Maine Principals' Association (MPA) Supervision and Evaluation Committee has taken the initiative to review existing models of principal evaluation, and to develop a tool that incorporates performance-based standards *and* a process to ensure professional growth. Therefore, the committee offers the following Principal Evaluation System for use by school administrative units in full or with revisions made at the local level.

This Principal Evaluation System is based on the **ISLLC Standards**. To create the system, the committee used *Rethinking Principal Evaluation* (2012), the comprehensive, research-based framework for principal evaluation system, resulting from a two-year initiative of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) in developing the six key domains. Those two organizations collaborated in order to give principals a voice in response to the national focus on revised teacher and principal evaluation systems that are tied to student achievement. In addition, the committee relied on *The Marzano School Leadership Evaluation Model* (2012) and *New Leaders Principal Evaluation Handbook* (2012) for measurement examples and rubric language.

There are six key domains of principal leadership incorporated into this model:

- *Professional Growth and Learning*
- *Student Growth and Achievement*
- *School Planning and Progress*
- *School Culture*
- *Professional Qualities and Instructional Leadership*
- *Stakeholder Support and Engagement*

This is only a first step. We need to ensure that evaluation systems are used consistently and with integrity in order to have valid performance results. In fact, the *Rethinking Principal Evaluation* report states: “Existing research does suggest that the quality of **how** principal evaluations are conducted might be even more important than the content of **what** the evaluations contain.” Without question, the evaluation process should result in a clear path to improved performance.

The committee asserts that this system is a valid and authentic measurement system by which superintendents and other school leaders can accurately assess the effectiveness of principals. The committee also recognizes the recent trend of holding principals accountable strictly for student achievement data and instead proposes this more balanced system whereupon principals ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. The committee recognizes that the six domains that frame this system comprise the spheres of influence that a principal can reasonably claim. We reject the practice of using student achievement data as the sole determining factor of principal job performance.

The Principal Evaluation System builds on the six domains recommended in NAESP and NASSP’s *Rethinking Principal Evaluation* framework by creating standards and rubrics linked to these domains. The Principal Evaluation System includes:

- *Description of the process*
- *Description of each domain*
- *Formal evaluation tool with standards and rubrics*
- *Self-reflection tool*
- *360-degree survey tool*
- *An annual timeline/work flow involving the principal and supervisor*

That time has arrived! In many districts, building administrators are not evaluated at all, and evaluation tools either simply do not exist or are inadequate. We can do better. It is of critical importance that school leaders be evaluated as part of a comprehensive and effective supervision and evaluation system on a regular basis. The work of a school leader is too valuable for improving student learning in our state to leave the evaluation process to chance.

The MPA Supervision and Evaluation Committee trusts that this Principal Evaluation System meets your needs. As you embark on this process, your feedback and comments will be greatly appreciated. We wish you the best as you and your district move forward.

Roy Allen, Center Drive School, Orrington
Amy Boles, Hancock County Technical Center
Diane Gagne, Buxton Center Elementary School
Roberta Hersom, Lawrence Junior High School
Julie Kimball, SeDoMoCha Elementary School
Maria Libby, Camden-Rockport Middle School
Linda MacKenzie, Stearns High School, Millinocket
Cari Medd, Poland Regional High School
Joshua Ottow, Yarmouth High School
Beth Schultz, Gray-New Gloucester High School
Lori Smail, Farrington Elementary School, Augusta

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring a principal's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The principal is recognized as the leader of the school who continually improves his or her practice.

Standards:

1. The principal develops a professional growth and learning plan to improve his or her professional practice.
2. The principal engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The principal demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART goals for professional growth and development are established annually and reviewed mid-year by the principal and his or her evaluator.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.
4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities within the district, state, and nation.
6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

Rubric for Domain 1: Professional Growth and Learning

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measureable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan as appropriate.	Writes a clear plan that incorporates SMART goals and multiple forms of school data.	Plan lacks SMART elements and includes limited forms of data.	Does not write an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking mentor feedback and expertise.	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self-Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning

- _____ Professional Growth and Learning Plan
- _____ Engagement and Monitoring of Plan
- _____ Self-Reflection

Comments:

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the principal's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The principal collects and analyzes data and information utilizing assessment and accountability systems.
2. The principal ensures that clear and measureable school goals are established and focus on improving student achievement.
3. The principal ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.
4. The principal ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the principal identifies an issue that exists within the school. Working together with staff, the principal develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.
3. The degree to which a principal achieves school achievement goals.
4. The degree to which a principal achieves individual student achievement goals.
5. School Improvement Plan (SIP) is written by school leaders, shared with the staff, and monitored by school leaders.
6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Rubric for Domain 2: Student Growth and Achievement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	Models the process of developing shared ownership of school achievement goals.	Develops and implements clear, measureable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Student Growth and Achievement

- _____ Data Collection and Analysis
- _____ Goals for School Achievement
- _____ Goals for Student Achievement
- _____ Program and Intervention Practices

Comments:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the principal's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The principal collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The principal monitors and evaluates progress and revises school improvement plans.
3. The principal ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The principal develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School Improvement Plan (SIP).
2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, SAT/ACT scores, NWEA data, TerraNova data, NECAP data, PBIS, AP scores, student work samples, formative and summative teacher-administered test data, use of school-wide rubrics, special recognitions and accomplishments).
3. Minutes, agenda, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.
4. Principal self-reports.
5. 360-degree survey feedback from staff and parents.
6. District records.
7. Teacher and staff interviews and focus groups.

Rubric for Domain 3: School Planning and Progress

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
School Improvement Plan (SIP)	Develops a SIP that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive SIP, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write a SIP.
Monitors SIP	Continually monitors the SIP with staff to ensure SIP implementation.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of SIP implementation.	Does not monitor SIP.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are regularly examined and revised, with an eye toward making instruction more focused and efficient.	Ensures that the written curriculum has been unpacked so that essential elements are identified and monitored.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

- _____ School Improvement Plan
- _____ Monitoring School Improvement Plan
- _____ Rigorous and Coherent Curriculum
- _____ Instructional Capacity and Development of Staff

Comments:

Domain 4: School Culture

Descriptor: This domain focuses on the principal's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The principal promotes and protects the welfare and safety of students and staff.
2. The principal obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The principal develops the capacity for distributed leadership.
4. The principal acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. 360-degree survey feedback from staff.
3. Observations.
4. Recruitment and retention of faculty and students.
5. Stakeholder participation in school activities, clubs, or functions.
6. Stakeholder involvement in other school or community events.
7. Attendance rates, discipline rates.
8. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly school environment; Ongoing monitoring of staff's perception.	Ensures that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources and efficiencies influence instruction and achievement for all.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Utilizes information from effectiveness reflection to intervene and provide direct support when delegation of authority or teacher input systems don't function positively.	Ensures that input is regularly collected from staff; appropriately delegates responsibilities. Monitors the effectiveness of input and distributed leadership.	Attempts to collect input from staff and delegates some responsibilities, but does not complete the task or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges and celebrates accomplishments of the school and individuals within it. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishments.

Score for Domain 4: School Culture

- _____ Routines and Procedures for a Safe and Orderly Environment
- _____ Management of Fiscal, Operational, and Technological Resources
- _____ Distributed Leadership and Collaboration
- _____ Recognition of Success

Comments:

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures a principal's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The principal promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The principal supervises instruction.
3. The principal monitors and evaluates the impact of the instructional program.
4. The principal promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal Teacher Evaluation System with faculty and staff.
2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.
3. Portfolio artifacts of principal performance aligned to state, district or national professional standards.
4. Written values and beliefs reflect high expectations for all students.
5. School vision includes a focus on student academic achievement and health social/emotional development.
6. The degree to which a principal achieves goals from Professional Growth Plan.
7. Observations by peers and evaluator of principal practice.
8. 360-degree survey feedback.
9. Self-reflections from principals.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Vision	Engages stakeholders in developing a vision for high student achievement and college readiness, and implements the vision through effective stewardship.	Engages stakeholders in developing a vision for high student achievement and college readiness.	Develops a vision for high student achievement and college readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college readiness.
Supervision and Evaluation of Faculty	Conducts a formal, annual evaluation of all faculty and staff and provides written, actionable feedback; Ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data; Develops highly effective action plans, based on all available data, to improve teacher performance.	Evaluates a majority of faculty and staff annually; Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, and provides clear feedback on performance; Monitors the extent to which teacher evaluations are consistent with student achievement data.	Evaluates less than half of all faculty and staff annually; Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff; Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions, or improve how he or she performs or is perceived.	Performs with integrity and the best interest of all students; Monitors staff perceptions, while ensuring communication and action are evidence of such performance.	Performs with integrity and the best interest of all students but does so sporadically and inconsistently.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

- _____ Vision
- _____ Supervision and Evaluation of Faculty and Staff
- _____ Instructional Program
- _____ Integrity and Ethics

Comments:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the principal's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:

1. The principal promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The principal builds and sustains positive relationships with families and caregivers.
3. The principal builds and sustains productive relationships with community partners.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.
3. Awards and local school recognitions.
4. Newsletters or media brochures or other communication feedback measures, and district observations.
5. Interactive website or social networking technologies for students, parents, and community.

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Understanding the Community	Continually monitors the school program and facilitates ongoing dialogue with the community to optimize the functioning of the school.	Ensures that community input is considered in development of the school program to ensure optimal functioning of the school.	Attempts to solicit community input, but does not complete the task or does so partially.	Does not solicit community input regarding the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture in which all families are welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a shared responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

- _____ Understanding the Community
- _____ Relationships with Families
- _____ Relationships with Community Members

Comments:

Assigning an Evaluation Rating

Each principal annually receives summative rating in one of 4 levels:

1. *Exemplary*
2. *Proficient*
3. *Basic*
4. *Does Not Meet*

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the basic level. Proficient principals demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Basic level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated Basic is expected. If, by the end of 3 years, performance is still Basic, there is cause for concern.

Does Not Meet ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Does Not Meet* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:

1. Review all evidence collected.
2. For each of the six domains, determine the rating (*Exemplary, Proficient, or Does Not Meet*) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating.

<i>Exemplary (4)</i>	<i>Proficient (3)</i>	<i>Basic (2)</i>	<i>Does Not Meet (1)</i>
Exemplary on at least 3 standards	At least Proficient on at least 3 standards	At least Basic on at least 4 Standards	Does Not Meet on at least 2 Standards
AND	AND		
No rating below Proficient on any Standard	No rating below Basic on any Standard		

Implications Based on Level of Performance from Proficiency Standards (Exemplary, Proficient, Basic, Does Not Meet) and the Process for Identifying Professional Development

“Exemplary” or “Proficient”

Principals performing at the “*exemplary*” or “*proficient* level” of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year’s goals.

Principals whose evaluation ratings are in the “*exemplary*” or “*proficient*” range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in NGSS) or explore an area outside one of the domains (e.g. technology).

“Basic” or “Does Not Meet”

Principals that receive a “*basic*” or “*does not meet*” rating in any of the six domains will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that are in need of improvement. Principals performing below proficient may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and supervisors may frequently meet to support development.

A principal with a score of “*basic*” or “*does not meet*” in more than one domain for any single year could be considered for immediate release from district employment, unless otherwise specified by district policies or agreements. A principal who receives a performance score of “*basic*” or “*does not meet*” in any one of the six domains for two consecutive years should be considered for immediate release from district employment. A monitored growth plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the proficient level.

When a principal is placed on a monitored growth plan, he or she may require additional support. When placed on the monitored growth plan, a second district-level administrator, who will participate in determination of the evaluative performance ratings with the principal’s current supervisor, will observe the principals.

A principal also may be considered for dismissal if he or she receives a “*does not meet*” rating on even one domain in any given year if sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

Principals whose evaluation results in “*basic*” or “*does not meet*” ratings in any of the six domains must focus their professional development for the upcoming school year on the domain(s) that fell below proficient. The professional development activities should vary between individual activities, such as working with a mentor and group activities, such as attendance at specific workshops. Eighty percent of all professional development activities in this year should be directly connected to the domain(s) that fell below proficient. The professional development activities must impact change.

Parent 360-Degree Survey Feedback for Principal September 16, 2013

Please rate the Principal's performance on the indicators associated with each domain.

School Culture

This domain focuses on the principal's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don't Have Enough Information to Assess
Standard 1: The principal promotes and protects the welfare and safety of students and staff.	<input type="radio"/>				
Standard 2: The principal obtains, allocates, aligns, and efficiently utilizes human, fiscal and technological resources.	<input type="radio"/>				
Standard 3: The principal develops the capacity for distributed leadership.	<input type="radio"/>				
Standard 4: The principal acknowledges the success of the whole school, as well as individuals within the school.	<input type="radio"/>				

Comments about School Culture:

Stakeholder Support and Engagement

This domain focuses on the principal’s ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don’t Have Enough Information to Assess
Standard 1: The principal promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.	<input type="radio"/>				
Standard 2: The principal builds and sustains positive relationships with families and caregivers.	<input type="radio"/>				
Standard 3: The principal builds and sustains productive relationships with community partners.	<input type="radio"/>				

Comments about Stakeholder Support and Engagement:

Additional

Comments:

Staff 360-Degree Survey Feedback for Principal September 16, 2013

Domain 1: Professional Growth and Learning

This domain focuses on measuring a principal's growth and the degree to which he or she has followed through on professional growth and learning plan to improve his or her own practice. The principal is recognized as the leader of the school who continually improves his or her practice.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don't Have Enough Information to Assess
Standard 1: The principal develops a professional growth and learning plan to improve his or her professional practice.	<input type="radio"/>				
Standard 2: The principal engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.	<input type="radio"/>				
Standard 3: The principal demonstrates self-awareness, reflective practice, transparency, and ethical behavior.	<input type="radio"/>				

Comments about Domain 1 (Professional Growth and Learning):

Domain 2: Student Growth and Achievement

This domain measures the principal’s ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement and individual student achievement goals.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don't Have Enough Information to Assess
Standard 1: The principal collects and analyzes data and information utilizing assessment and accountability systems.	<input type="radio"/>				
Standard 2: The principal ensures clear and measureable school goals are established and focused on improving student achievement.	<input type="radio"/>				
Standard 3: The principal ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.	<input type="radio"/>				
Standard 4: The principal ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	<input type="radio"/>				

Comments about Domain 2 (Student Growth and Achievement):

Domain 3: School Planning and Progress

This domain focuses on the principal’s ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a school improvement plan (SIP).

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don't Have Enough Information to Assess
Standard 1: The principal collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.	<input type="radio"/>				
Standard 2: The principal monitors and evaluates progress and revises school improvement plans.	<input type="radio"/>				
Standard 3: The principal ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.	<input type="radio"/>				
Standard 4: The principal develops the instructional and leadership capacity of staff.	<input type="radio"/>				

Comments about Domain 3 (School Planning and Progress):

Domain 4: School Culture

This domain focuses on the principal's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don't Have Enough Information to Assess
Standard 1: The principal promotes and protects the welfare and safety of students and staff.	<input type="radio"/>				
Standard 2: The principal obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	<input type="radio"/>				
Standard 3: The principal develops the capacity for distributed leadership.	<input type="radio"/>				
Standard 4: The principal acknowledges the success of the whole school, as well as individuals within the school.	<input type="radio"/>				

Comments about Domain 4 (School Culture):

Domain 5: Professional Qualities and Instructional Leadership

This domain measures a principal’s leadership knowledge, skills, and behavior competencies as seen in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission, and behave in a professional manner.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don't Have Enough Information to Assess
Standard 1: The principal promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.	<input type="radio"/>				
Standard 2: The principal supervises instruction.	<input type="radio"/>				
Standard 3: The principal monitors and evaluates the impact of the instructional program.	<input type="radio"/>				
Standard 4: The principal promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	<input type="radio"/>				

Comments about Domain 5 (Professional Qualities and Instructional Leadership):

Domain 6: Stakeholder Support and Engagement

This domain focuses on the principal's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school.

Mark only one oval per row.

	Exemplary	Proficient	Basic	Does Not Meet	I Don't Have Enough Information to Assess
Standard 1: The principal promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	<input type="radio"/>				
Standard 2: The principal builds and sustains positive relationships with families and caregivers.	<input type="radio"/>				
Standard 3: The principal builds and sustains productive relationships with community partners.	<input type="radio"/>				

Comments about Domain 6 (Stakeholder Support and Engagement):

Any Additional Comments:

360 Degree Student Survey

1. How much do you agree or disagree with the following statements about your school?	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. I feel welcome in my school.	1	2	3	4	
b. Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am.	1	2	3	4	
c. The adults at my school look out for me.	1	2	3	4	
2. How much do you agree or disagree with the following statements about being successful at your school?	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. The adults at my school help me understand what I need to do to succeed in school.	1	2	3	4	
b. My teachers encourage me to succeed.	1	2	3	4	
c. I need to work hard to get good grades at my school.	1	2	3	4	
d. Students who get good grades in my school are respected by other students.	1	2	3	4	
e. My school helps me to develop challenging academic goals.	1	2	3	4	
f. Someone at my school helps me understand what courses I need to be promoted to the next grade or graduate.	1	2	3	4	
g. My teachers expect me to continue my education after high school.	1	2	3	4	
3. How much do you agree or disagree with the following statements about your teachers?	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a. Teachers in my school treat students with respect.	1	2	3	4	5
b. Most students in my school treat teachers with respect.	1	2	3	4	5
c. Adults in my school treat each other with respect.	1	2	3	4	5
d. My teachers enjoy the subjects they teach.	1	2	3	4	5
e. My teachers inspire me to learn.	1	2	3	4	5
f. My teachers give me extra help when I need it.	1	2	3	4	5
g. My teachers connect what I am learning to life outside of the classroom.	1	2	3	4	5

4. How much do you agree or disagree with the following statements about your school?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. There is a person or program in my school that helps students resolve conflicts.	1	2	3	4
b. Discipline in my school is fair.	1	2	3	4
c. I am safe in my classes.	1	2	3	4
d. I am safe in the hallways, bathrooms, and locker rooms at my school.	1	2	3	4
e. I am safe on school property outside my school building.	1	2	3	4
f. My school is kept clean.	1	2	3	4

Where are you at?"
Self-Assessment Tool for Implementing
a Principal Evaluation System

Superintendent Checklist

This self-assessment tool lists the necessary elements of a highly effective principal supervision and evaluation system. All of these elements are necessary and valuable. For each element, place a check mark if it is in place in your district and leave blank if not. If any element is missing, the system is not fully implemented.

ELEMENTS OF A HIGHLY EFFECTIVE PRINCIPAL EVALUATION SYSTEM

1. _____ You have a documented system based upon ISLLC standards with rubrics describing four levels of performance, in compliance with Maine LD 1858.
2. _____ Your system is understood by all principals in your district.
3. _____ The system includes the use of multiple measures of school improvement data to determine effectiveness.
4. Principals actively participate in the supervision and evaluation process by:
 - a. _____ evidence collection
 - b. _____ self-evaluation
 - c. _____ collaborative goal setting
 - d. _____ on-going dialogue with superintendent (supervisor)
 - e. _____ on-going dialogue with fellow principals
5. Your system follows defined workflow timeline (attached) that includes:
 - a. _____ late spring goal setting meeting for the following year's goals
 - b. _____ fall goal review meeting
 - c. _____ mid-year progress meeting with administrative colleagues
 - d. _____ spring summative meeting
6. _____ Your system utilizes an annual 360 degree survey feedback.
7. _____ Your system has ongoing professional development that builds capacity for effective school leadership.

MPA Principal Evaluation System Questions & Answers

Does this system comply with Maine Law?

This system is aligned with the requirements set forth in Title 20-A, Chapter 508 (derived from LD 1858, “An Act to Ensure Effective Teaching and School Leadership.”) That law requires school districts to have systemic evaluation of principals in addition to teachers. Final determination of whether a PE/PG system complies with the law will be made by the Department of Education, based on the law and a rule that will be reviewed in the Legislature in the upcoming legislative session.

What is the timeline?

The proposed annual timeline/workflow is a recommended annual process for implementing the principal evaluation system:

- late spring goal setting meeting for the following year’s goals (as part of summative meeting)
- fall goal review meeting
- mid-year progress meeting with administrative colleagues, including discussion of goals and evidence collected to-date
- late spring summative meeting

What if a school district wants to use a system different from this one?

The Maine Principals’ Association Supervision and Evaluation Committee has been working on developing a concise, practical principal evaluation system since 2010. During that time, other groups and individuals have also been developing frameworks for principal evaluation. Because the MPA used several different, but compatible, frameworks to develop this tool, we feel it has all the necessary components of an effective principal evaluation system and we recommend local districts use it in its entirety. However, any school district can use other tools, in whole or in part, with this system if they wish. We strongly encourage you, however, to ensure that all of your tools align with the same set of standards. In addition, we believe that the elements of a highly effective principal evaluation system, as listed in our documents, are non-negotiable.

Does this system work for evaluating assistant principals and other administrators?

Yes. There may be some components on the rubrics that may not completely apply to all administrators, but those can be omitted as needed.

Is this system based on the ISLLC standards?

Yes,¹ and it also includes components from the New Leaders Principal Evaluation Handbook,² Rethinking Principal Evaluation,³ the work of Robert Marzano.⁴

What types of professional activities “build capacity”?

Activities which involve your district’s administrative team in professional growth together are essential. Just as you work to involve all of your teachers in professional learning communities, your principals should be engaging in similar work. Activities which are relevant and highly valuable include: professional book study; on-going training on the teacher evaluation system; instructional rounds; and peer review and reflections.

What types of evidence can be used for each standard?

In the supervision and evaluation document, several examples of potential evidence are listed for each standard. Appropriate evidence can include written goals and self-reflection, faculty meeting agendas and minutes, teacher observations and student achievement and growth data. A variety of evidence is encouraged to gain a better understanding of the daily work of the principal.

Why set goals in the spring for the following year?

Goal-setting in the spring allows the principal and the evaluator to reflect on goals accomplished in the past year with an eye towards on-going work and skill building needed in the future. Identifying professional development needs in the spring also allows the district to plan for upcoming training and PD during the summer months in preparation for the upcoming school year.

Why do we recommend that principals gathering evidence?

The supervision and evaluation process should be done in a collaborative manner as much as possible. The principal should be able to provide a more complete picture of his/her work through a variety of artifacts which can inspire rich conversations with his/her supervisor. In addition, the supervisor will have broader picture of the skills and knowledge of the principal than is observable. Finally, principals should provide evidence of their own performance. We believe gathering evidence is a shared responsibility of both the principal and superintendent/supervisor.

¹ ISLLC 2008, Educational Leadership Policy Standards, Council of State Chief School Officers, Washington, DC; http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html

² Principal Evaluation Handbook (2012) developed by New Leaders in partnership with America Achieves, NY, NY; <http://www.newleaders.org/newsreports/publications/principal-evaluation-handbook/>

³ Rethinking Principal Evaluation (2012) developed by the National Association of Elementary School Principals, Alexandria, VA, and the National Association of Secondary School Principals, Reston, VA; <http://www.naesp.org/rethinking-principal-evaluation>

⁴ Marzano's School Leadership Evaluation Model (2013); <http://www.marzanocenter.com/Leadership-Evaluation/>

What should principals do with the 360 degree survey data?

We recommend that all feedback be shared with staff. This can be done in a whole-staff discussion at the end of the year, but often is most effective during the August professional development days.

Is this system going to take more time?

Maybe, but it will be time well spent. The MPA believes that an effective principal evaluation system will have the impact of building capacity for principals in meeting school and district goals.

Sample Annual Timeline/Workflow

Month	Activity/Actions
September	Meet with evaluator to review goal previously agreed upon in previous spring by 10/15
October	
November	Between 11/1 and 4/1 administrator gathers 3 to 5 pieces of evidence in support of goal
December	
January	During mid-year district administrator meeting, each administrator will share their work with a small group of colleagues to discuss progress and evidence towards goal
February	
March	Conduct survey: Stakeholder Feedback on Leadership Practice
April	Principal meets with evaluator to share and discuss evidence
May	Principal completes self-evaluation
June	Principal meets with evaluator to discuss overall rating and goal setting for following year tied to evaluation standards