Principal Performance Evaluation System Handbook
ACKNOWLEDGEMENTS

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PART I: INTRODUCTION AND PROCESS

The purpose of the Effectiveness Project Team for School Administrators was to update the Bedford County Public Schools' process for collecting and presenting data to document school administrator job performance. Through a variety of face to face and virtual forums, the team evaluated the current process and prescribed needed changes. The team also incorporated discussions about the book *Qualities of Effective Principals* by Dr. James H. Stronge and the model principal evaluation system adopted by the Virginia Board of Education. The *Yourtown Public Schools: Principal Performance Evaluation System*, a prototype handbook created by the Virginia Department of Education, along with the 2008 Bedford County Public Schools Administrator Performance Evaluation Handbook were also used as resources.

INTRODUCTION

The Stronge Leader Effectiveness Performance Evaluation System which was developed by Dr. James Stronge, Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary was chosen as the framework to build the process for collecting and presenting data to document principal performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual principal initiative. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of the Principal Performance Evaluation System are to:

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the strategic plan of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- promote collaboration between the principal and evaluator, and promote self-growth, leadership effectiveness, and improvement of overall job performance.

This evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the principal performance standards;
- a focus on the relationship between principal performance and improved student learning and growth;
the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;

- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals’ involvement in the evaluation process; and

- a support system for providing assistance when needed.

**Essential Components of the Principal Performance Evaluation System**

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Performance Evaluation System (PPES). A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and the evaluator reasonably understand their job expectations. PPES uses a two-tiered approach to define the expectations for principal performance consisting of seven standards and multiple performance indicators. Principals will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

**Figure 1: Relationship between Essential Parts of PPES**

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD</th>
<th>PERFORMANCE INDICATORS</th>
<th>PERFORMANCE APPRAISAL RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Needs Improvement</strong></td>
</tr>
</tbody>
</table>
| **Standard 5: Communication and Community Relations**  
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. | The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. | The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders. | The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders. |
**Performance Standards**

Performance standards define the criteria expected when principals perform their major duties. For all principals, there are seven performance standards (Figure 2) that serve as the basis for the principal’s evaluation.

![Performance Standards](image)

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD NAME</th>
<th>PERFORMANCE STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructional Leadership</strong></td>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
</tr>
<tr>
<td><strong>2. School Climate</strong></td>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
</tr>
<tr>
<td><strong>3. Human Resources Management</strong></td>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
</tr>
<tr>
<td><strong>4. Organizational Management</strong></td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
</tr>
<tr>
<td><strong>5. Communication and Community Relations</strong></td>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
</tr>
<tr>
<td><strong>6. Professionalism</strong></td>
<td>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
</tr>
<tr>
<td><strong>7. Student Academic Progress</strong></td>
<td>The principal’s leadership results in acceptable, measurable student academic progress based on established standards.</td>
</tr>
</tbody>
</table>

**Performance Indicators**

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which principals are meeting each standard. This helps principals and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping relations.
aspects. Using Standard 5 (Communication and Community Relations) as an example, a set of performance indicators is provided in Figure 3.

Figure 3: Performance Indicators

<table>
<thead>
<tr>
<th>Performance Standard 5: Communication and Community Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</em></td>
</tr>
</tbody>
</table>

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

The evaluator and principals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a principal’s performance on each standard with evidence generated from multiple performance indicators.
**Performance Rubrics**

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all principals. The performance rubrics guide the evaluator in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Communication and Community Relations).

**Figure 4: Performance Appraisal Rubric**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the requirements for Proficient...</em></td>
<td><em>Proficient is the expected level of performance.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</td>
<td>The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
</tbody>
</table>

*Note: The rating of proficient is the expected level of performance.*

**DOCUMENTING PERFORMANCE**

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the principal’s work. The sources of information described in Figure 5 were selected to provide comprehensive and accurate feedback on principal performance.

**Figure 5: Data Sources for Principal Evaluation**

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting/Continuous School Improvement Plan</td>
<td>Principals, in conjunction with the evaluator, set goals for their Continuous School Improvement Plans and professional growth. Principals set goals for improving student achievement based on appropriate performance data.</td>
</tr>
<tr>
<td>Informal Observation/School Site Visits</td>
<td>Informal Observations/School Site Visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal Observations/School Site Visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.</td>
</tr>
</tbody>
</table>
**Documentation Log/Portfolio**

The Documentation Log/Portfolio provides documentation generated by principals as evidence of meeting the seven performance standards; provides principals with a voice in the evaluation process; and encourages reflection by principals.

**Teacher/Staff Survey**

Surveys provide information to principals about perceptions of their job performances. The actual survey responses are seen only by the individual principal who prepares a survey summary for inclusion in the Documentation Log/Portfolio.

**Self-Evaluation/Reflection**

The Self-Evaluation/Reflection reveals principals’ perceptions of their job performances and their schools’ progress on their Goals/Continuous School Improvement Plans.

*The evaluator may choose to use the optional Principal Formative Assessment Report Form in Part III to document evidence from any of these sources.*

**Alignment of Performance Standards with Data Sources**

Whether a principal is meeting the performance standards may be evidenced through multiple data sources. Figure 6 shows the alignment of performance standard by data source.

**Figure 6: Aligning Multiple Data Sources with Performance Standards**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Goal Setting</th>
<th>Informal Observation/ School Site Visits</th>
<th>Document Log/Portfolio</th>
<th>Teacher/Staff Survey*</th>
<th>Self-Evaluation/ Reflection*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Leadership</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>2. School Climate</td>
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<tr>
<td>3. Human Resources Management</td>
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<td>4. Organizational Management</td>
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<tr>
<td>5. Communication and Community Relations</td>
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<tr>
<td>6. Professionalism</td>
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<tr>
<td>7. Student Academic Progress</td>
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</tbody>
</table>

*The Survey Summary and the Self-Evaluation/Reflection are part of the Document Log/Portfolio.*

*P = Primary Data Source (original, firsthand information)  S = Secondary Data Source (summaries of primary)*

**Goal Setting**

Each administrator, in concert with their School Leadership Teams, sets goals for improving student achievement. The building administrators and their teams look at the available data from student performance measures to inform the goal-setting process. The Continuous School Improvement Plan serves as the documentation source for goal setting.
Examples of Measures of Student Academic Progress

To be able to measure goal attainment, principals must identify valid measures of student academic progress appropriate to their school settings. The following list illustrates suggested focus areas for goal setting that provide measures of student academic progress focused on school improvement.

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Decrease the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening (PALS) benchmarks for being on track to be proficient in reading by grade 3)
- Decrease achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one
- Increase the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten.
- Increase the percentage of students making at least one year’s growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three
- Increase the percentage of elementary students successfully meeting Curriculum-Based Measurement Benchmarks in English/reading, mathematics, science, and history and social science
- Decrease the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase the percentage of English Language Learners (ELLs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading on grade level
- Pattern of increased percentage of middle school students taking high school level courses
- Increase examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, or speech)
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college-level courses
- Pattern of increased number of students earning college credit while in high school
• Increase in the number/percentage of students in underperforming subgroups who enroll in college-level courses in high school
• Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
• Pattern of high school seniors successfully completing career internship experiences
• Increase in the number of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
• Reduce the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
• Pattern of increased attainment of advanced diplomas
• Pattern of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
• Percent of students taking the SATs
• Percent increase in minority students taking Advanced Placement/dual enrollment courses
• Increase the number/percent of students involved in one or more extracurricular activities

Developing Goals

Continuous School Improvement Goals should be developed early in the school year. The goals describe observable behavior that would occur when a goal is achieved. The acronym SMART (Figure 7) may be a useful way to self-assess a goal’s feasibility and worth.

Figure 7: Acronym for Developing Goals

<table>
<thead>
<tr>
<th>Specific: The goal is focused.</th>
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<tbody>
<tr>
<td>Measurable: An appropriate instrument/measure is selected to assess the goal.</td>
</tr>
<tr>
<td>Appropriate: The goal is within the principal’s control to effect change.</td>
</tr>
<tr>
<td>Realistic: The goal is feasible for the principal and/or school.</td>
</tr>
<tr>
<td>Time limited: The goal is attainable within a specified amount of time.</td>
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</table>

Submission of the Continuous School Improvement Plan

Principals ensure that they and their School Leadership Teams complete a draft of the Continuous School Improvement Plan. Continuous School Improvement Plans are to be submitted by the end of the first nine weeks in the school year.

Midyear Review of Goals

A Midyear Review of progress toward the goal(s) is held for all principals. At the evaluator’s discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. The Midyear Review should be held at the beginning of the second semester. It is the evaluator’s responsibility to establish the format and select the time of the review.
**End-of-Year Review of Goals**

Each principal is responsible for assessing the professional growth made on the Continuous School Improvement Plan. At the evaluator’s discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. **The End-of-Year Review of Goals/Continuous School Improvement Plan is to be held before the last Friday in March.** Continuous School Improvement Plans should also be updated during the summer months to reflect data that becomes available at that time. Updated copies are to be provided to the evaluator.

**Informal Observation/School Site Visits**

Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator. These observations are not necessarily noted in writing, but they may serve as a source of information. The evaluator may make notes of specific examples of administrator performance throughout the school year to share with the administrator. There is no minimum number of school visits or observations notations that must be made.

**Document Log/Portfolio**

The document log/portfolio is an organized collection of work that demonstrates the principal’s skills, talents, and accomplishments for the evaluation cycle. Documentation provides the evaluator with information related to specific standards and provides principals with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with the evaluator. Documentation can confirm a principal’s effort to demonstrate exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously-identified deficiency.

Artifacts are not created solely for a document log/portfolio, but are readily reviewed in document log/portfolio form. The artifacts should provide evidence of one or more of the performance standards. The emphasis should be on the quality of work, not the quantity of materials presented.

**The Documentation Log/Portfolio is to be presented to the evaluator by the principal before the third Friday in April.** The list below provides examples of items that can be included in a document log/portfolio based on the school’s unique characteristics:

**Standard 1 – Instructional Leadership**

- Building administrator responsibility chart
- Compliance with Standards of Accreditation
- Continuous School Improvement Plan
- Leadership/school improvement team agendas
- List of school committees and members
- Master schedule
- Professional goals
<table>
<thead>
<tr>
<th>Standard 1 – Program Development</th>
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<tbody>
<tr>
<td>• Program development</td>
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<tr>
<td>• Project-specific summaries of a goal</td>
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<td>• Schedules for students in the alternative education program</td>
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<td>• Staff development plan</td>
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<td>Standard 2 – School Climate</td>
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<tr>
<td>• Annual report of discipline, crime, and violence</td>
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<td>• Completion of annual school safety audit</td>
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<td>• Monthly discipline report</td>
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<td>• Positive Behavior Interventions and Supports (PBIS) Plan</td>
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<td>Standard 3 – Human Resources Management</td>
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<tr>
<td>• Evidence of teachers and staff serving as leaders in the school, school division, and school community</td>
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<tr>
<td>• Mentorship program outline</td>
</tr>
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<td>• Monthly discipline report by teacher</td>
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<td>• New teacher meeting agendas</td>
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<td>• Performance Improvement Plans</td>
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<td>Standard 4 – Organizational Management</td>
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<tr>
<td>• Administrator responsibility chart</td>
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<tr>
<td>• Annual financial audits</td>
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<tr>
<td>• Building schedules</td>
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<tr>
<td>• Career and Technical Education compliance</td>
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<tr>
<td>• Coverage log for school events</td>
</tr>
<tr>
<td>• Duty schedules</td>
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<tr>
<td>• Facility use log</td>
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<tr>
<td>• Inventory records</td>
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<tr>
<td>Standard 5 – Communication and Community Relations</td>
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<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>• Faculty meeting agendas</td>
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<td>• Media communications</td>
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<td>• Newsletters</td>
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<tr>
<td>• Optional parent/community survey</td>
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<td>• Presentations to civic/community groups</td>
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Standard 6 – Professionalism

- Self-Evaluation/Reflection
- Staff development activity agendas
- Department/grade level meeting documentation
- Professional conference attendance
- Professional organization membership
- Professional readings
- Professional Development Log

Standard 7 – Student Academic Progress

- Accreditation status
- Advanced Placement data
- Analysis of grades for the marking period
- Attendance data
- CTE credentials data
- Data reflecting students attending 2-year or 4-year college
- Data reflecting the closing of the achievement gap between student subgroups
- Documentation of meeting established annual goals (e.g., continuous school improvement plan)
- Dual Enrollment data
- GED data
- Graduation data
- PALS data
- PSAT data
- Reduction in SOL failure rates
- SAT data (e.g., proficient and advanced)
- School-wide formative assessment data
- Student growth data

Teacher/Staff Surveys

Surveys are an important data collection tool used to gather client (in this instance, teachers/staff) data regarding their perceptions of the principal’s performance. One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation) -- in other words, to provide feedback directly to the principal for professional growth and development.

**Principals are to administer an annual teacher/staff survey prior to the end of the first semester.** All surveys are to be completed anonymously to promote honest feedback. The survey is to ask teachers/staff to report on items that they have directly experienced and is to be aligned with the performance standards. Two *Sample Principal’s Surveys* are located in Part III of this handbook. Principals may also develop a survey to be used for this activity and may seek the input of their Leadership Teams regarding specific questions.

The individual principal is to retain sole access to the Teacher/Staff Surveys; however, the principal must provide a summary of the surveys to the evaluator as part of the Documentation Log/Portfolio under the Communication and Community Relations section. The *Principal’s Survey Summary Form* that is to be used is located in Part III.
Self-Evaluation/Reflection

Self-Evaluation/Reflection is a process by which one may judge the effectiveness and adequacy of his/her performance, effects, knowledge, and beliefs for the purpose of self-improvement. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically. **Principals are to complete a Self-Evaluation/Reflection and include it in their Documentation Log/Portfolio under Professionalism.** A Principal’s Self-Evaluation/Reflection Form is provided in Part III.

RATING PRINCIPAL PERFORMANCE

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with meaningful feedback. To facilitate this, the evaluator should conduct both formative and summative evaluations of principals.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from **exemplary** to **unacceptable**. The use of the scale enables the evaluator to acknowledge effective performance (i.e., exemplary and proficient) and provides two levels of feedback for principals not meeting expectations (i.e., needs improvement and unacceptable). The definitions in Figure 8 offer general descriptions of the ratings. Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. Principals are expected to perform at the proficient level.

**Figure 8: Definitions of Terms used in Rating Scale**

<table>
<thead>
<tr>
<th>Cat.</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Exemplary | The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress. | Exceptional performance:  
- sustains high performance over the evaluation cycle  
- empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate  
- serves as a role model to others |
<table>
<thead>
<tr>
<th>Cat.</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Proficient | The principal meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student academic progress. | Effective performance:  
  - consistently meets the requirements contained in the job description as expressed in the evaluation criteria  
  - engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate  
  - demonstrates willingness to learn and apply new skills |
| Needs Improvement | The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in below average student academic progress. | Below acceptable performance:  
  - requires support in meeting the standards  
  - results in less than expected quality of student academic progress  
  - requires principal professional growth be jointly identified and planned between the principal and evaluator |
| Unacceptable | The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student academic progress. | Ineffective performance:  
  - does not meet the requirements contained in the job description as expressed in the evaluation criteria  
  - results in minimal student academic progress  
  - may contribute to a recommendation for the employee not being considered for continued employment |

**Interim Performance Evaluation**

Principals in their first three years within the school district will receive an Interim Performance Review to provide systematic feedback prior to the completion of a summative evaluation. Using the multiple data sources discussed previously, the evaluator will complete the *Principal Interim Performance Evaluation Report* (see Part III) to indicate if a principal has shown evidence of each of the performance standards. This form does not include an actual rating of performance. **The evaluator should share the results of her or his assessment with the principal early in the second semester.**

**Summative Performance Evaluation**

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. Principals will be rated on all seven performance standards using performance appraisal rubrics (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of principals and provides a general description of what each rating entails. **Ratings are made at the performance standard level, NOT at the performance indicator level.**
The evaluator makes judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a principal’s performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. The evaluator records the ratings and comments on the Principal Summative Performance Evaluation Report in Part III. All principals will be evaluated on a summative basis prior to the second Friday in May.

**Cumulative Summative Rating**

Performance standards 1-6 will each be worth 10 percent of the evaluation, with Standard 7 accounting for 40 percent of the evaluation. Of the 40 percent of Standard 7, goal setting will account for half of the 40 percent, with other “multiple” measures accounting for the other half. Scores will be calculated using the following scale: Exemplary = 4; Proficient = 3; Needs Improvement = 2; and Unacceptable = 1.

Figure 9 shows an example of how a cumulative summative rating will be calculated.

**Figure 9: Example of Weighted Calculations**

<table>
<thead>
<tr>
<th>Principal Performance Standard</th>
<th>Performance Rating</th>
<th>Points</th>
<th>Weight</th>
<th>Weighted Total (Points x Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Exemplary</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Exemplary</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

*Standard 7 – Student Academic Progress – 40 Percent; Goal Setting Accounts for Half of the 40 Percent; Other “Multiple” Measures Account for the Other Half of the 40 Percent*

<table>
<thead>
<tr>
<th>Standard 7 Goals/Continuous School Improvement Plan</th>
<th>Performance Rating</th>
<th>Points</th>
<th>Weight</th>
<th>Weighted Total (Points x Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7 Other “Multiple” Measures</th>
<th>Performance Rating</th>
<th>Points</th>
<th>Weight</th>
<th>Weighted Total (Points x Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Cumulative Summative Rating** 36
The overall summative rating will be judged as exemplar, proficient, needs improvement, or unacceptable using the following range of scores depicted in Figure 10:

**Figure 10: Example of Overall Summative Rating Scale**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>35 – 40</td>
</tr>
<tr>
<td>Proficient</td>
<td>26 – 34</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>20 – 25</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>10 – 19</td>
</tr>
</tbody>
</table>

**Note:** Regardless of the overall total points earned, a principal who receives three or more needs improvement ratings on individual performance standards will receive an overall rating of needs improvement or unacceptable. Similarly, a principal who receives one unacceptable rating on a performance standard may receive an overall unacceptable rating.

**Frequency of Summative Evaluation**

All principals are to be evaluated summatively each year. Summative Evaluations are to be completed by the second Friday in May.

**Evaluation Schedule**

Figure 11 details evaluation schedules for the components of the evaluation system.

**Figure 11: Evaluation Schedule for Administrators**

<table>
<thead>
<tr>
<th>Data Collection Procedure</th>
<th>Form(s)</th>
<th>Forms Completed by</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Goal Setting</strong></td>
<td><strong>Evaluator</strong></td>
<td>By the end of the first nine weeks</td>
</tr>
<tr>
<td></td>
<td>Goals/Continuous School Improvement Plan Template</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher/Staff Survey</strong></td>
<td><strong>Evaluator</strong></td>
<td>End of first semester</td>
</tr>
<tr>
<td></td>
<td>Sample Principal’s Survey Template 1</td>
<td>X</td>
<td>To be included in the Documentation Log/Portfolio Under Communication and Community Relations</td>
</tr>
<tr>
<td></td>
<td>Sample Principal’s Survey Template 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal’s Survey Summary Form</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Principal Interim Performance Evaluation for New Principals</strong></td>
<td><strong>Evaluator</strong></td>
<td>At the beginning of second semester</td>
</tr>
<tr>
<td></td>
<td>Principal’s Interim Performance Evaluation Report</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Mid-Year Review of Goals/Continuous School Improvement Plan
Forum set by evaluator
At the beginning of second semester

End-of-Year Review of Goals/Continuous School Improvement Plan
Forum set by evaluator
Last Friday in March
Continuous School Improvement Plans should also be updated during the summer months to reflect data that becomes available at that time. Updated copies are to be provided to the evaluator.

Self-Evaluation/Reflection
Principal’s Self-Evaluation/Reflection Form
To be included in the Documentation Log/Portfolio Under Professionalism

Documentation Log/Portfolio
Principal’s Documentation Log/Portfolio
To be presented before the third Friday in April

Summative Evaluation
Principals’ Summative Performance Evaluation
To be completed before the second Friday in May

IMPROVING PROFESSIONAL PERFORMANCE
Supporting principals is essential to the success of schools. Many resources are needed to assist principals in growing professionally. Sometimes additional support is required to help principals develop so that they can meet the performance standards for their schools.

There are two tools that may be used at the discretion of the evaluator. The first is the Support Dialogue, a division-level discussion between the evaluator and the principal. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the Principal’s Performance Improvement Plan which has a more formal structure and is used for notifying a principal of performance that requires improvement due to less-than-proficient performance. The tools may be used independently of each other. Figure 12 highlights key differences between the two processes.

Figure 12: Tools to Increase Professional Performance

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Support Dialogue</th>
<th>Performance Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>For principals who could benefit from targeted performance improvement OR who would like to systematically focus on their own performance growth.</td>
<td>For principals whose work is in the needs improvement or unacceptable categories</td>
</tr>
<tr>
<td>Initiates Process</td>
<td>Evaluator or principal</td>
<td>Evaluator</td>
</tr>
</tbody>
</table>
Support Dialogue

The Support Dialogue is initiated by evaluators or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The Support Dialogue process should not be construed as applying to poor performing principals. The option for a Support Dialogue is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal’s growth and decide when to meet again. To facilitate the improvements, they may choose to complete the optional Support Dialogue Form in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes. Sample prompts are provided in Figure 13.

Figure 13: Sample Prompts

<table>
<thead>
<tr>
<th>Sample Prompts for the Initial Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What challenges have you encountered in addressing ________ (tell specific concern)?</td>
</tr>
<tr>
<td>How have you tried to address the concern of ________ (tell specific concern)?</td>
</tr>
<tr>
<td>What support do you need in order to address your concerns?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Prompts for the Follow-Up Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last time we met, we talked about ________ (tell specific concern). What has gone well?</td>
</tr>
<tr>
<td>What has not gone as well?</td>
</tr>
</tbody>
</table>

The entire Support Dialogue process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the Support Dialogue was initiated by a principal seeking self-improvement, the evaluator and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For principals for whom the evaluator initiated the Support Dialogue, the desired outcome would be that the principal’s practice has improved to a proficient level. In the event that
improvements in performance are still needed, the evaluator makes a determination either to extend the time of the Support Dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a Principal’s Performance Improvement Plan. Once placed on a Principal’s Performance Improvement Plan the principal will have 90 calendar days to demonstrate that the identified deficiencies have been corrected.

**Principal’s Performance Improvement Plan**

If a principal’s performance does not meet the expectations established by the school division, the principal will be placed on a Principal’s Performance Improvement Plan. A Principal’s Performance Improvement Plan is designed to support a principal in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a principal whose professional practice would benefit from additional support. Additionally, a Principal’s Performance Improvement Plan is implemented if one of the following scenarios occurs at the end of any data collection period:

- a principal receives two or more *not evident* markings at the interim review;
- a rating of *needs improvement* on two or more performance standards; or
- a rating of *unacceptable* on one or more performance standards or an overall rating of *unacceptable*.

**Implementation of Principal’s Performance Improvement Plan**

When a principal is placed on a Principal’s Performance Improvement Plan, the evaluator must:

a) provide written notification to the principal of the area(s) of concern that need(s) to be addressed;

b) formulate a Principal’s Performance Improvement Plan in conjunction with the principal; and

c) review the results of the Principal’s Performance Improvement Plan with the principal within established timelines.

Assistance may include:

- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

**Resolution of the Principal’s Performance Improvement Plan**

Prior to the evaluator making a final recommendation, the evaluator meets with the principal to review progress made on the Principal’s Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the principal is no longer on a Principal’s
Performance Improvement Plan and is rated proficient.

b) Partial improvement has been achieved but more improvement is needed; the principal remains on a Principal’s Performance Improvement Plan and is rated needs improvement.

c) Little or no improvement has been achieved; the principal is rated unacceptable.

When a principal is rated unacceptable, the principal may be recommended for dismissal. If not dismissed, a new Principal’s Performance Improvement Plan will be implemented. Following completion of the Principal’s Performance Improvement Plan, if the principal is rated unacceptable a second time, the principal may be recommended for dismissal.
Part II: PERFORMANCE STANDARDS

Principals are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient</td>
<td>Proficient is the expected level of performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.</td>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
<td>The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
<td>The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
</tr>
</tbody>
</table>

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

**The principal:**

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient</td>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
<td>The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>Proficient is the expected level of performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.
Performance Standard 3: Human Resource Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.
Exemplary
In addition to meeting the requirements for Proficient

Proficient
Proficient is the expected level of performance

Needs Improvement

Unacceptable

The principal consistently demonstrates expertise in human resources management, which results in a highly productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.

The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:
4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.
4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
4.6 Reviews fiscal records regularly to ensure accountability for all funds.
4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.
4.8 Follows state and local policies with regard to finances and school accountability and reporting.
4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Proficient...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td>The principal inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The principal inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
</tr>
<tr>
<td>The principal is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</td>
</tr>
</tbody>
</table>

**Performance Standard 5: Communication and Community Relations**

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.
<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Proficient...</strong></td>
<td>Proficient is the expected level of performance.</td>
<td>The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</td>
<td>The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
<tr>
<td>The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td><strong>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Standard 6: Professionalism**

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

1. Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
2. Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.
3. Maintains a professional appearance and demeanor.
4. Models professional behavior and cultural competency to students, staff, and other stakeholders.
5. Maintains confidentiality.
6. Maintains a positive and forthright attitude.
7. Provides leadership in sharing ideas and information with staff and other professionals.
8. Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
9. Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
10. Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.
### Performance Standard 7: Student Academic Progress

The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

1. Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

2. Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

3. Communicates assessment results to multiple internal and external stakeholders.

4. Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

5. Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

6. Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7. Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

8. Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

9. Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The principal’s leadership results in student academic progress that inconsistently meets the established standard.</td>
<td>The principal’s leadership consistently results in inadequate student academic progress.</td>
</tr>
<tr>
<td>In addition to meeting the standard, the principal’s leadership results in a high level of student academic progress with all populations of learners.</td>
<td>The principal’s leadership results in acceptable, measurable, student academic progress based on established standards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part III: FORMS

Part III contains copies of forms that can be used by evaluators and principals during the supervision of principals (Figure 14). At a minimum, the evaluator retains electronic copies of the Continuous School Improvement Plan, Informal Observation/Site Visit Form, Principal’s Documentation Log/Portfolio Cover Sheet, Principal’s Interim Performance Review (as applicable), Principal’s Summative Performance Review, and Principal’s Performance Improvement Plan Form (if needed). The Human Resources Office maintains copies of the Principal’s Summative Performance Review and Principal’s Performance Improvement Plan Form (if used).

Figure 14: Forms used by Bedford County Public Schools

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Setting</strong></td>
<td>Evaluator</td>
</tr>
<tr>
<td>Goals/Continuous School Improvement Plan Template</td>
<td></td>
</tr>
<tr>
<td><strong>Observation/ Site Visit</strong></td>
<td></td>
</tr>
<tr>
<td>Informal Observation/Site Visit Form</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td></td>
</tr>
<tr>
<td>Principal’s Documentation Log/Portfolio Cover Sheet</td>
<td></td>
</tr>
<tr>
<td><strong>Survey</strong></td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td></td>
</tr>
<tr>
<td>Sample Principal’s Survey Template 1</td>
<td></td>
</tr>
<tr>
<td>Sample Principal’s Survey Template 2</td>
<td></td>
</tr>
<tr>
<td>Principal’s Survey Summary Form</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Evaluation/ Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>Principal’s Self-Evaluation/Reflection Form</td>
<td></td>
</tr>
<tr>
<td><strong>Reports</strong></td>
<td></td>
</tr>
<tr>
<td>Principal’s Formative Assessment Report Form (optional)</td>
<td>X</td>
</tr>
</tbody>
</table>
 Directions: The Continuous School Improvement Plan Template serves as the documentation source for goal setting and is to flow out of the district’s Strategic Plan. The template is designed to:

- be a framework to improve school practices, instruction, and student achievement;
- allow for flexibility to address identified current individual school needs;
- assist in the development of a Continuous School Improvement Plan that will complement and support the educational goals for Virginia and the district;
- allow for data to drive the plan;
- allow for research and assessment-based strategy development;
- allow for reflection and adjustment as needed; and
- allow for the assimilation of other plans in the school (e.g., remediation, Algebra Readiness, state or federally required School Improvement, etc.).

Elements of the Continuous School Improvement Plan Template include the following:

- Vision, Mission, and Goal Statements (District & School)
- Listing of Leadership Team Committee
- List of Data Reviewed (School)
- Data Analysis Summary (School)
- Goals (District & School)
- Strategies (School)
- Action Steps (School)
- Funding (Grants and School Allotments)
- Reflection and Evaluation (School)

Bedford County Public Schools
Vision, Mission, and Goal Statements

BCPS Vision: A community dedicated to our students and their future.

BCPS Mission: To prepare our students to be productive and responsible citizens in our community and the world.

District Goal 1: Prepare students to be successful in college and career fields.
District Goal 2: Enhance community support for student learning.
District Goal 3: Manage resources responsibly, efficiently, and effectively.
District Goal 4: Employ highly effective teachers and support staff.
Part I: Vision, Mission, and Goal Statements

<table>
<thead>
<tr>
<th>Add School Name Here</th>
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</thead>
<tbody>
<tr>
<td><strong>Vision:</strong></td>
</tr>
<tr>
<td>Vividly paints a picture of the future/leads to a desired outcome.</td>
</tr>
<tr>
<td><strong>Mission:</strong></td>
</tr>
<tr>
<td>Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).</td>
</tr>
<tr>
<td>Answers such questions as:</td>
</tr>
<tr>
<td>• What do we do?</td>
</tr>
<tr>
<td>• For whom do we do it?</td>
</tr>
<tr>
<td>• Why do we exist?</td>
</tr>
<tr>
<td><strong>School Goal 1:</strong></td>
</tr>
<tr>
<td><strong>School Goal 2:</strong></td>
</tr>
<tr>
<td><strong>School Goal 3:</strong></td>
</tr>
<tr>
<td><strong>School Goal 4:</strong></td>
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</tbody>
</table>

*Number of goals may vary from school to school as the goals will be based on the needs reflected in each school’s data.*

Part II: School Leadership Team Members

<table>
<thead>
<tr>
<th>Add School Name Here</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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</tbody>
</table>

*Add to list as needed. Each group may have more than one representative.*

Part III: Data Sources for Analysis

<table>
<thead>
<tr>
<th>Three Year Trend Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check All That Apply</strong></td>
</tr>
<tr>
<td>Standards of Learning Test Results by Grade Level</td>
</tr>
<tr>
<td>VGLA and VAAP Results by Grade Level</td>
</tr>
<tr>
<td>Recovery Data</td>
</tr>
<tr>
<td>SAT Reasoning Test Scores</td>
</tr>
<tr>
<td>Graduation rate by diploma</td>
</tr>
<tr>
<td>Phonological Awareness Literacy Screening (PALS) Pre-K Spring results</td>
</tr>
<tr>
<td>Phonological Awareness Literacy Screening (PALS) Spring results for grades K-3</td>
</tr>
<tr>
<td>Qualitative Reading Inventory (QRI) grades 4-6</td>
</tr>
<tr>
<td>Number and percent of students identified for intervention</td>
</tr>
<tr>
<td>Number of students enrolling in advanced classes</td>
</tr>
<tr>
<td>Number of students enrolling in Pre-AP classes</td>
</tr>
<tr>
<td>Number of students enrolling in AP classes</td>
</tr>
<tr>
<td>Retention data by grade level enrollment</td>
</tr>
<tr>
<td>Discipline referral data</td>
</tr>
<tr>
<td>AP test participation and qualifying score rates</td>
</tr>
<tr>
<td>CTE completion</td>
</tr>
<tr>
<td>Student and teacher attendance rates</td>
</tr>
<tr>
<td>Internal Review results and surveys</td>
</tr>
<tr>
<td>Other:</td>
</tr>
<tr>
<td>Other:</td>
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<tr>
<td>Other:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

### Disaggregated Data

<table>
<thead>
<tr>
<th>Check All That Apply</th>
<th>Data Reviewed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and percent of students passing English and Math by AYP subgroup (3rd-8th grades)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and percent of students not tested by subgroup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and percent of students passing Standards of Learning by test (general education, special education, alternative education, and those who failed the previous year's test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and percent of students passing Standards of Learning with Pass Advanced scores by test (general education, special education, alternative education, and those who failed the previous year's test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of VGLA and VAAP participants by grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent passing middle school classes (EOC Algebra I, EOC Geometry, EOC Earth Science, and World History I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and percent passing Algebra Readiness Diagnostic Test (ARDT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and percent passing high school classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verified credits by grade level (high school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline infractions by grade level for general education last year, including data for students who failed the previous year's test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline infractions by grade level for special education last year, including data for students who failed the previous year's test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding available to school during current school year that supports the school improvement plan, including Title I 1003 (a) and Title I 1003 (g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Staffing

<table>
<thead>
<tr>
<th>Check All That Apply</th>
<th>Data Reviewed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number and qualifications of school staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I staffing and assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special education staffing and assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Virginia Substitute Evaluation Program (VSEP) participants</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

### Part IV: School Data and Summary Analysis Guiding Questions

1. **What does the analysis tell you about your school’s strengths?**

2. **What does the analysis tell you about your school’s gaps and/or opportunities for improvement?**

   **Gaps:**

   **Opportunities:**

3. **What data is missing and how will you go about collecting this information for future use?**

4. **Based upon your analysis, what priorities emerge for your school? Cite relevant evidence from the analysis to support these priorities.**

*Review school data and consider a variety of perspectives (i.e., overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice, and student learning).*
## Part V: Goals and Associated Strategies

### School Improvement Goal 1 and Associated Strategies

| Area for Improvement and Supporting Data: |
| Supports District Goal: |
| School Goal 1: |

| Goal 1 Improvement Strategies, Action Steps, and Resources/Funding |
|----|---------------|
| Strategy 1: | Action Steps: |
| | Resources/Funding |
| 1. |
| 2. |
| 3. |
| 4. |

### Plan/Do

| Milestone Date/Notes: |
| Strategy: |
| Action Steps: |
| Resources/Funding |
| 1. |
| 2. |
| 3. |
| 4. |

### Review of Progress for Goal 1

| Plan/Do | Review Frequency: |
| Assigned Implementation Team: |
| Review 1 |
| Review 2 |
| Review 3 |
| Final Review |

*For additional goals, copy charts and adjust numbering as needed.*
Bedford County Public Schools
Informal Observation/Site Visit Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits. Suggested guiding questions for discussion are listed under each standard.

Principal: ________________________  School: ________________________
Evaluator: ________________________  Date: ________________________

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Suggested Guiding Questions/Prompts:
• What opportunities have you created this year for collaboration among teachers?
• How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?
• How do you make sure curriculum standards are taught by the teachers and mastered by the students?
• How do you monitor teachers’ performance and provide constructive feedback to them?
• What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
• How do you involve the expertise of teacher leaders?

Comments:

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Suggested Guiding Questions/Prompts:
• Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.
• What are the strategies you use to nurture and sustain a climate of trust in your school?
• Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
• What are the internal and external factors that you perceive are affecting your school?
• How have you strived this year to make the school environment more academically rigorous?

Comments:
Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Suggested Guiding Questions/Prompts:
• Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.
• In what ways do you support the achievements of high-performing teachers?
• How do you ensure new teachers and staff receive the support they need during their first year?
• How do you foster an atmosphere of professional learning among staff?
• What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

Comments:

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Suggested Guiding Questions/Prompts:
• How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
• What information is used to inform the decisions related to organizational management?
• Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
• What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school’s organizational management?

Comments:

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Suggested Guiding Questions/Prompts:
• How do you engage in open dialogue with multiple stakeholders from the larger school community?
• How do you involve parents and families in student learning?
• How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
• Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

Comments:
Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Suggested Guiding Questions/Prompts:
• How do you communicate professional beliefs and values to all stakeholders?
• Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
• What professional learning have you sought out this year?
• In what ways have you observed a change in your role as a school leader and your leadership style?
• In what ways do you take an active role in professional organizations?

Comments:

Performance Standard 7: Student Academic Progress
The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

Suggested Guiding Questions/Prompts:
• What is the goal setting process in your school for student academic achievement?
• Please give some examples of the goals your school has set this year that are directly associated with student achievement.
• Please explain how interventions are designed and implemented to support student learning.
• What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?
• How do you empower teachers to be truly engaged in improving student success?

Comments:

Evaluator’s Signature ___________________________ Date ___________________________
Directions: The principal should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the principal’s practice and process for the evaluator.

Principal: ________________________  School Year: ________________________

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Documentation Included:

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Documentation Included:

Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Documentation Included:

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Documentation Included:

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Documentation Included:

Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Documentation Included:

Performance Standard 7: Student Academic Progress
The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

Documentation Included:
Directions: The principal is to anonymously administer an annual teacher/staff survey prior to the end of the first semester that is aligned with the principal’s performance standards. Below is a sample survey template that can be adapted and used by the principal to gather teacher/staff data regarding perceptions of the principal’s performance.

Instructional Leadership
1. Does the principal facilitate a shared vision of teaching and learning that promotes student academic progress and school improvement?
   _____ Yes _____ No
   If not, in which areas are improvements needed?

School Climate
2. Does the principal promote the success of all students by advocating and sustaining an academically rigorous, positive, and safe school climate?
   _____ Yes _____ No
   If not, in which areas are improvements needed?

Human Resources Management
3. Does the principal assist with the selection, support, and evaluation of quality instructional and support personnel?
   _____ Yes _____ No
   If not, in which areas are improvements needed?

Organizational Management
4. Does the principal manage the school’s organization, operation, and use of resources effectively?
   _____ Yes _____ No
   If not, in which areas are improvements needed?

Communication and Community Relations
5. Does the principal communicate effectively with all stakeholders?
   _____ Yes _____ No
   If not, in which areas are improvements needed?

Professionalism
6. Does the principal engage in continuous professional development and contribute ideas to the profession?
   _____ Yes _____ No
   If not, in which areas are improvements needed?

Student Academic Progress
Does the principal’s leadership result in acceptable measurable student academic progress based on the established standards (SOLs)?
   _____ Yes _____ No
   If not, in which areas are improvements needed?
Bedford County Public Schools
Sample Principal’s Survey Template 2

Directions: The principal is to anonymously administer an annual teacher/staff survey prior to the end of the first semester that is aligned with the principal’s performance standards. Below is a sample survey template that can be adapted and used by the principal to gather teacher/staff data regarding perceptions of the principal’s performance.

Principal: ____________________________ School: ____________________________
School Year: ____________________________

Instructional Leadership
1. Builds a shared vision for the school.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

2. Is visible and accessible.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

3. Uses research based information to lead faculty and staff in making positive changes in the school (e.g., Thinking Maps, Laying the Foundation, Use of Bloom’s Higher Order Thinking Skills, CRISS Training, etc.).
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

School Climate
4. Actively promotes a safe and orderly environment in the school.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

5. Assigns student discipline fairly and consistently.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

6. Promotes a caring environment where people are a part of the decision making process.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

Human Resources Management
7. Treats faculty and staff with dignity and respect.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

8. Promotes an environment where people feel cared for professionally and personally.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

9. Communicates high expectations for faculty and staff.
   ___ Rarely _____ Sometimes _____ Usually _____ Almost always

10. Provides support and assistance to faculty and staff.
    ___ Rarely _____ Sometimes _____ Usually _____ Almost always

Organizational Management
11. Establishes procedures that promote the success of all students through the effective management of school resources.
    ___ Rarely _____ Sometimes _____ Usually _____ Almost always
12. Understands the instructional needs of students and designs schedules to meet those needs.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

13. Conducts faculty meetings on a regular basis and in a meaningful manner.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

**Communication/Community Relations**

14. Communicates with faculty and staff in a positive, encouraging, and effective manner.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

15. Builds rapport with parents and community members.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

16. Maintains open, two-way communication with faculty and staff.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

**Professionalism**

17. Is a positive person and maintains composure.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

18. Models continued professional development.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

**Student Academic Progress**

19. Evaluates school practices/programs and makes adjustments as needed.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

20. Focuses on student achievement in professional development and faculty meetings.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always

21. Promotes the importance of monitoring student progress systematically.
   ____ Rarely _____ Sometimes _____ Usually _____ Almost always
Directions: The principal is to analyze the teacher/staff surveys and provide a summary of the results. This should be included as part of the principal’s documentation log.

Principal: __________________________________________
School: __________________________________________
School Year: ______________________________________

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed surveys you received?

4. List factors that might have influenced the results.

5. What did teachers/staff perceive as your major strengths?

6. What did teachers/staff perceive as your major weaknesses?

7. How can you use this information for continuous professional growth?

(Include a copy of the survey summary in the Communication and Community Relations section of the Documentation Log/Portfolio)
Directions: Principals should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Principal: __________________________________________________________

School: ___________________________ School Year: ______________________

1. Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Areas of strength:

Areas needing work/strategies for improving performance:

2. School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Areas of strength:

Areas needing work/strategies for improving performance:
5. Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress
The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

Areas of strength:

Areas needing work/strategies for improving performance:

(Include a copy of the Self-Evaluation/Reflection in the Professionalism section of the Documentation Log/Portfolio)
**Bedford County Public Schools**

**Principal’s Formative Assessment Report Form (optional)**

*Directions:* Use this additional form to comment on evidence related to the standards from discussions with the principal, site visitations, student academic progress and achievement data, and other documentation provided by the principal. Evaluators may use multiple formative assessment forms, as applicable.

Principal: 

School: 

Date: 

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Please Check or List the Activity that Applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting/Continuous School Improvement Plan</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Informal Observation/School Site Visit</td>
<td></td>
</tr>
<tr>
<td>Documentation Log/Portfolio</td>
<td></td>
</tr>
<tr>
<td>Teacher/Staff Survey Summary Form</td>
<td></td>
</tr>
<tr>
<td>Self-Evaluation/Reflection</td>
<td></td>
</tr>
<tr>
<td>Principal Interview</td>
<td></td>
</tr>
<tr>
<td>Observation of Program/Activity</td>
<td></td>
</tr>
<tr>
<td>Principal Job “Shadowing”</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:
Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community.

Comments:
Performance Standard 3: Human Resources Management

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

**Comments:**
Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.

4.8 Follows state and local policies with regard to finances and school accountability and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:
Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.</td>
</tr>
<tr>
<td>5.2</td>
<td>Communicates long- and short-term goals and the school improvement plan to all stakeholders.</td>
</tr>
<tr>
<td>5.3</td>
<td>Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.</td>
</tr>
<tr>
<td>5.4</td>
<td>Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.</td>
</tr>
<tr>
<td>5.5</td>
<td>Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</td>
</tr>
<tr>
<td>5.6</td>
<td>Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.</td>
</tr>
<tr>
<td>5.7</td>
<td>Provides a variety of opportunities for parent and family involvement in school activities.</td>
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<td>Advocates for students and acts to influence local, division, and state decisions affecting student learning.</td>
</tr>
<tr>
<td>5.10</td>
<td>Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.</td>
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</table>

Comments:
Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:
Performance Standard 7: Student Academic Progress

The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Comments:

Commendations:

Areas of Growth:

Evaluators’ Signature ___________________________ Date ___________
Directions: Evaluators use this form with new principals to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations/school site visits, document log/portfolio review, and other appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard.

Principal: ________________________________

School: ___________________________ School Year: ___________________________

Strengths:

Areas of Improvement:

Evaluator’s Name ________________________________

Evaluators’ Signature ________________________________

Principal’s Name ________________________________

Principal’s Signature ________________________________

Principal’s Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

Date ________________________________

Date ________________________________
Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

☐ Evident  ☐ Not Evident
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<tr>
<th>Performance Standard 2: School Climate</th>
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### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student, and values every student as an important member of the school community.

### Comments:

[ ] Evident  [ ] Not Evident
<table>
<thead>
<tr>
<th>Performance Standard 3: Human Resources Management</th>
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<tr>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
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**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

**Comments:**

- Evident
- Not Evident
### Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, and laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.

4.8 Follows state and local policies with regard to finances and school accountability and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

**Comments:**

☐ Evident  ☐ Not Evident
Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision making and communication when appropriate.

5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments:

☐ Evident  ☐ Not Evident
**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, and state requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

### Comments:

☐ Evident  ☐ Not Evident
### Performance Standard 7: Student Academic Progress

*The principal’s leadership results in acceptable, measurable student academic progress based on established standards.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

1. Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
2. Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
3. Communicates assessment results to multiple internal and external stakeholders.
4. Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
5. Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
6. Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
7. Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
8. Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
9. Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
10. Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

#### Comments:

[ ] Evident  [ ] Not Evident
**Bedford County Public Schools**

**Principal’s Summative Performance Evaluation Report**

<table>
<thead>
<tr>
<th>Administrator</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Principal</td>
</tr>
<tr>
<td>School</td>
<td>Assistant Principal</td>
</tr>
</tbody>
</table>

**Directions:** The evaluator uses this form to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

**Performance Standard 1: Instructional Leadership**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Proficient...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td><strong>The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</strong></td>
<td><strong>The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</strong></td>
</tr>
<tr>
<td>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.</td>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
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**Ratings:**

___ Exemplary    ___ Proficient    ___ Needs Improvement    ___ Unacceptable

**Comments:**

**Performance Standard 2: School Climate**

<table>
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<td><strong>The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</strong></td>
</tr>
<tr>
<td>The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</td>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
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**Ratings:**

___ Exemplary    ___ Proficient    ___ Needs Improvement    ___ Unacceptable

**Comments:**
### Performance Standard 3: Human Resources Management

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<td><strong>In addition to meeting the requirements for Proficient...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td>The principal inconsistently assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</td>
<td>The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</td>
</tr>
<tr>
<td>The principal consistently demonstrates expertise in human resources management, which results in a highly-productive workforce (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).</td>
<td><strong>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</strong></td>
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**Ratings:**

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**Comments:**

### Performance Standard 4: Organizational Management

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<td><strong>Proficient is the expected level of performance.</strong></td>
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<td>The principal inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
</tr>
<tr>
<td>The principal is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</td>
<td><strong>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings:**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**Comments:**

### Performance Standard 5: Communication and Community Relations

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Proficient...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td>The principal inconsistently communicates or infrequently collaborates</td>
<td>The principal demonstrates inadequate or detrimental communication or</td>
</tr>
<tr>
<td>The principal proactively seeks and creates innovative and productive methods to communicate</td>
<td><strong>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings:**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**Comments:**
and engage effectively with stakeholders.

Ratings:

| __ Exemplary | ___ Proficient | ___ Needs Improvement | ___ Unacceptable |

Comments:

**Performance Standard 6: Professionalism**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the requirements for Proficient...</em></td>
<td><em>Proficient is the expected level of performance.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).</td>
<td>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
<td>The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.</td>
<td>The principal shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</td>
</tr>
</tbody>
</table>

Ratings:

| __ Exemplary | ___ Proficient | ___ Needs Improvement | ___ Unacceptable |

Comments:

**Performance Standard 7: Student Academic Progress**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the requirements for Proficient...</em></td>
<td><em>Proficient is the expected level of performance.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to meeting the standard, the principal’s leadership results in a high level of student academic progress with all populations of learners.</td>
<td>The principal’s leadership results in acceptable, measurable, student academic progress based on established standards.</td>
<td>The principal’s leadership results in student academic progress that inconsistently meets the established standard.</td>
<td>The principal’s leadership consistently results in inadequate student academic progress.</td>
</tr>
</tbody>
</table>

Ratings:

| __ Exemplary | ___ Proficient | ___ Needs Improvement | ___ Unacceptable |

Comments:
Overall Evaluation Summary

Cumulative Summative Rating

Performance standards 1-6 will each be worth 10 percent of the evaluation, with Standard 7 accounting for 40 percent of the evaluation. Scores will be calculated using the following scale: Exemplary = 4; Proficient = 3; Needs Improvement = 2; and Unacceptable = 1.

<table>
<thead>
<tr>
<th>Principal Performance Standard</th>
<th>Performance Rating</th>
<th>Points</th>
<th>Weight</th>
<th>Weighted Total (Points x Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Exemplary</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2</td>
<td>Proficient</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 3</td>
<td>Proficient</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td>Proficient</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5</td>
<td>Proficient</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 6</td>
<td>Exemplary</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 7 – Student Academic Progress – 40 Percent; Goal Setting Accounts for Half of the 40 Percent</td>
<td>Exemplary</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 7 – Other “Multiple” Measures Account for the Other Half of the 40 Percent</td>
<td>Exemplary</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cumulative Summative Rating

<table>
<thead>
<tr>
<th>Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>35 – 40</td>
</tr>
<tr>
<td>Proficient</td>
<td>26 – 34</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>20 – 25</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>10 – 19</td>
</tr>
</tbody>
</table>

Note:
Regardless of the overall total points earned, a principal who receives three or more needs improvement ratings on individual performance standards will receive an overall rating of needs improvement or unacceptable. Similarly, a principal who receives one unacceptable rating on a performance standard may receive an overall unacceptable rating.
**Overall Evaluation Summary**

<table>
<thead>
<tr>
<th>Summative Rating</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Re-employment</td>
</tr>
<tr>
<td>Proficient</td>
<td>Re-employment/Placement on a Plan of Improvement</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Dismissal</td>
</tr>
<tr>
<td>Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

**Summary Comments**

<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas Needing Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluator’s Name</th>
<th>Principal’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluators’ Signature</th>
<th>Principal’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
</table>
Bedford County Public Schools
Support Dialogue Form (optional)

Directions: Principals and the evaluator may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal’s Name: 
Principal’s Signature __________________________ Date: ________________
Evaluator’s Name: 
Evaluator’s Signature __________________________ Date: ________________
# Bedford County Public Schools

**Principal’s Performance Improvement Plan Form**

*(Required for a Principal placed on a Principal’s Performance Improvement Plan)*

<table>
<thead>
<tr>
<th>Principal:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluator:</th>
<th>School Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies Within the Standard to be Corrected</th>
<th>Resources/Assistance Provided; Activities to be Completed by the Principal</th>
<th>Target Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The principal’s signature denotes receipt of the form, and acknowledgment that the evaluator has notified the principal of unacceptable performance.

Principal’s Name:  
Principal’s Signature:  
Date:  

Evaluator’s Name:  
Evaluator’s Signature:  
Date:  

67
Results of Principal’s Performance Improvement Plan

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies Within the Standard to be Corrected</th>
<th>Comments</th>
<th>Review Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final recommendation based on outcome of the Principal’s Performance Improvement Plan:

The performance deficiencies have been satisfactorily corrected: The principal is no longer on a Principal’s Performance Improvement Plan.

The deficiencies were not corrected. The principal is recommended for dismissal.

Principal’s signature denotes the review occurred, not necessarily agreement with the final recommendation.

Principal’s Name: ____________________________

Principal’s Signature: ____________________________ Date Reviewed: ____________

Evaluator’s Name: ____________________________

Evaluator’s Signature: ____________________________ Date Reviewed: ____________
## Principal’s Timeline Reminders

Figure 15: Principal’s Timeline Reminders

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting of Goals/Continuous School Improvement Plan</td>
<td>Principals ensure that they and their schools complete a draft of the Goals/Continuous School Improvement Plan by the end of the first nine weeks in the school year.</td>
</tr>
<tr>
<td>Teacher/Staff Survey Summary</td>
<td>Principals are to administer a teacher/staff survey prior to the end of the first semester. The Teacher/Staff Survey Summary Sheet is to be included in the Documentation Log/Portfolio under the Communication and Community Relations section.</td>
</tr>
<tr>
<td>Interim Performance Evaluation for New Principals</td>
<td>Principals in their first three years within the school district will receive an Interim Evaluation at the beginning of the second semester.</td>
</tr>
<tr>
<td>Mid-Year Review of Goals/Continuous School Improvement Plan Progress</td>
<td>The Mid-Year Review of the progress on the Goals/Continuous School Improvement Plan is to be held at the beginning of the second semester.</td>
</tr>
<tr>
<td>End-of-Year Review of Goals/Continuous School Improvement Plan Progress</td>
<td>The End-of-Year Review of Goals/Continuous School Improvement Plan is to be held before the last Friday in March. Goals/Continuous School Improvement Plans should also be updated during the summer months to reflect data that becomes available at that time. Updated copies are to be provided to the evaluator.</td>
</tr>
<tr>
<td>Self-Evaluation/Reflection</td>
<td>The Self-Evaluation/Reflection is be included in the Documentation Log/Portfolio under the Professionalism section.</td>
</tr>
<tr>
<td>Documentation Log/Portfolio</td>
<td>The Documentation Log/Portfolio is to be presented by the principal to the evaluator before the third Friday in April.</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>The Summative Evaluation is to be completed before the second Friday in May.</td>
</tr>
</tbody>
</table>
REFERENCES


