PRINCIPAL PERFORMANCE EVALUATION SYSTEM (PPES) EVALUATOR TRAINING

TRAINER HANDOUT

JUNE 2022

VIRGINIA BOARD OF EDUCATION

Slide 1		Welcome to the orientation training for the Virginia Department of Education Principal Performance Evaluation System.
Slide 2		Here is our agenda.
Slide 3		Here is our agenda.
Slide 4		We'll begin with an overview of the overall project to update the system.

Slide 5

OVERALL PROJECT

- Phased plan to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*
  - Phase 1: Revised weighting of performance standards (January 2020)
  - Phase 2: Revised *Guidelines*; includes an evaluation of cultural competency as required by legislation (2021-22)

VDOE has implemented a phased plan to revise the *Guidelines for Uniform Performances Standards and Evaluation Criteria for Principals*. Phase 1 was completed in the 2020 and simply involved revising the weighting of performance standards. As you may recall, the revision stated that how student academic progress is met is the responsibility of local school boards; however, the *Student Academic Progress* performance standard cannot be the least weighted of the performance standards or less than 10%. It can, however, be weighted equally as one of multiple lowest weighted standards.

As part of this Phase 2, we had two workgroup sessions with representatives from across Virginia to include 10 practitioners representing a variety of educators and 8 key organizations. The major revision to the *Guidelines* in this phase was the creation of a new performance standard that measures cultural competency. The establishment of this performance standard addresses House Bill 1904 (identical to Senate Bill 1196) passed by the 2021 General Assembly requiring that "Evaluations shall include an evaluation of cultural competency." Additionally, minor edits and technical revisions recommended by the workgroup were incorporated in the *Guidelines*.

Slide 6

PHASE 2

Let's take a deeper look at what transpired during Phase 2.

Slide 7	**PHASE 2 PROCESS**

PHASE 2 PROCESS

- Drafted initial changes to *Guidelines* using changes to *Teacher Guidelines*, updated research, lessons learned from the field
- Two virtual workgroup meetings to modify *Guidelines* (September 29 and November 9, 2021)
- Developed four iterations of *Guidelines* for review and subsequent revision by VDOE and the workgroup
- Approved by Board of Education March 17, 2022

We began Phase 2 by making initial changes to the *Principal Guidelines*, using similar changes that were made to the *Teacher Guidelines*. Additionally, we used updated research and lessons learned from the field to inform changes. We then held two virtual workgroup meetings to make additional modifications to the *Guidelines*. In total, we developed four iterations of the *Guidelines* before arriving at the final version, which was approved by the Virginia Board of Education in March 2022.

Slide 8

TEACHER GUIDELINES CHANGES MIRRORED IN PRINCIPAL GUIDELINES

- Deleted selected background material; updated research
- Added Foreword and two new sections
  - Growth and Improvement
  - What Can School Divisions Modify?
- Revised *Student Academic Progress* section
- Revised data source descriptions for clarity

There were several changes to the *Principal Guidelines* that mirrored the changes to the *Teacher Guidelines*.

- We deleted background material which was no longer deemed necessary and updated the research and references.
- We added a *Forward* to explain the phased revision plan for the evaluation system, as well as two new sections to focus on the importance of growth and improvement and explaining what school divisions are allowed to modify.
- We significantly reduced the material in the *Student Academic Progress* section…
- …and revised the material in the data sources section for clarity.

Slide 9

TEACHER GUIDELINES CHANGES MIRRORED IN PRINCIPAL GUIDELINES (cont.)

- Revised four rating level names for summative evaluation
  - From: *Exemplary, Proficient, Developing/Needs Improvement, Unacceptable*
  - To: *Highly Effective, Effective, Approaching Effective, Ineffective*
- Modified rubrics to reflect "continuum of effectiveness"
- Modified sample forms
- Clarified single summative rating example and scoring ranges

- We also revised the rating names to provide a better emphasis on effectiveness. The new rating names are *highly effective, effective, approaching effective*, and *ineffective*.
- Along with the name changes, we also modified the look of the rubric − which you will see on a subsequent slide −to emphasis a continuum of effectiveness.
- We modified some of the sample forms,
- and we clarified the single summative rating with an example and scoring ranges.

Slide 10	**OTHER CHANGES** • Made changes to existing performance standards, indicators, and rubrics to address new research and lessons from the field • Created new performance standard: *Culturally Responsive and Equitable School Leadership*	Finally, we also modified wording within the standards, indicators, and rubrics based on new research and lessons learned from the field and created a new performance standard related to cultural competency.
Slide 11	**QUALITIES OF EFFECTIVE PRINCIPALS** Great Schools Don't Exist Without Great Principals!	The goal of the evaluation system is to help principals become more effective. To that end, we will spend a few minutes discussing why it is so important to have effective principals in our schools.
Slide 12	Effective Principals… **#1: Know What Matters!**	Lets' look at some of the things we know about effective principals. First, effective principals know what matters.
Slide 13	**EFFECT SIZE** | Effect Size	d
---	---
Small	0.20 (+8 percentile pts)
Medium	0.40 (+16 percentile pts)
Large	0.60 (+23 percentile points)		As a reminder, the effect size is just the standardized mean difference between the two groups. In other words: EFFECT SIZE = [Mean of Experimental Group] – [Mean of Control Group] Standard Deviation
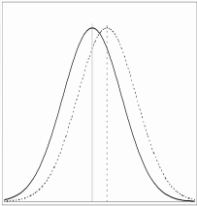
Slide 14	**#1: EFFECTIVE PRINCIPALS... KNOW WHAT MATTERS** VIRGINIA DEPARTMENT OF EDUCATION | Variable	Effect Size
Collective Teacher Efficacy	1.57
Integrating with prior knowledge	.93
Feedback	.70
Direct Instruction	.60
Homework	.29 | (Hattie, 2017)	You can see the effect sizes from various variables.

Slide 14

#1: EFFECTIVE PRINCIPALS... KNOW WHAT MATTERS

Variable	Effect Size
Collective Teacher Efficacy	1.57
Integrating with prior knowledge	.93
Feedback	.70
Direct Instruction	.60
Homework	.29

(Hattie, 2017)

You can see the effect sizes from various variables.

Slide 15

#1: EFFECTIVE PRINCIPALS... KNOW WHAT DOESN'T MATTER

Variable	Effect Size
Grade Retention	-.32
Television	-.18
Co- or Team-Teaching	.19
Ability Grouping	.12
Informal Walk-throughs	.00*

(Hattie, 2018; *Grissom, Loeb, & Master, 2013)

Here are variables with low or negative effect sizes.

Slide 16

Effective Principals...

#2: Do What Matters!

Not only do effective principals know what matters, but they also do what matters.

Slide 17

IMPACT OF CLASSROOM WALK-THROUGH OBSERVATIONS ON STUDENT ACHIEVEMENT?

Walk-through
d = 0.00

Student Achievement

(Horng, Klasik, & Loeb, 2009)
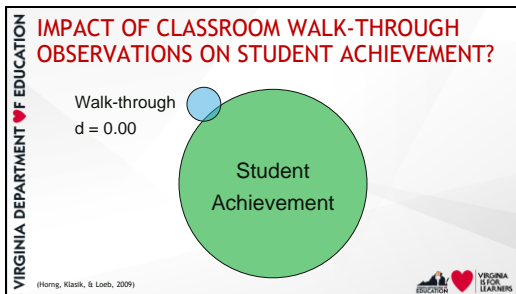
For example, many of our administrators conduct classroom walk-throughs, but, in fact, classroom walk-throughs (5-10 minutes duration) have been found to have no impact on student achievement.
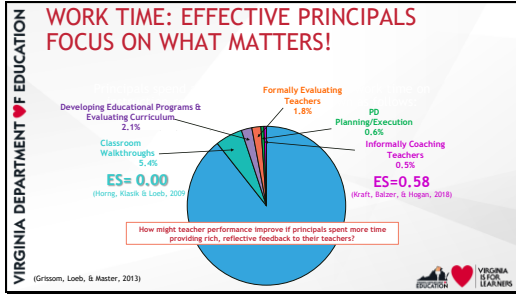
Slide 18	WORK TIME: EFFECTIVE PRINCIPALS FOCUS ON WHAT MATTERS!	Here's an interesting finding. Principals spend an average of 12.7% of their total work time on instruction-related activities as shown on the slide. Note that only 0.5% of their time is spent on coaching teachers, which has an effect size of .58 on instruction and .15 on student achievement, according to a study conducted by Kraft and colleagues in 2018 (Kraft, Blazar, & Hogan, 2018). Conversely, they spend over 10 times as much time (5.4%) on classroom walk-throughs, which we know has an effect size of 0.0 (Horng, Klasik, & Loeb, 2009). How might teacher performance improve it principals spent more time providing rich, reflective feedback to their teachers?
Slide 19	How might teacher performance improve if principals spent more time providing rich, reflective feedback to their teachers? (Chat)	Take a few moments to reflect on the question we just posed (*How might teacher performance improve if principals spent more time providing rich, reflective feedback to their teachers?*) and share your thoughts on chat.
Slide 20	EFFECTIVE PRINCIPAL BEHAVIORS	In addition to the personal qualities, principals have many responsibilities, which generally can be categorized into the areas shown on this slide. *(NOTE TO TRAINER: Talk through each of the bubbles.)*
Slide 21	Which of these principal qualities has the most impact on school and student success? Why? (Chat)	Which of these principal qualities has the most impact on school and student success? Why?
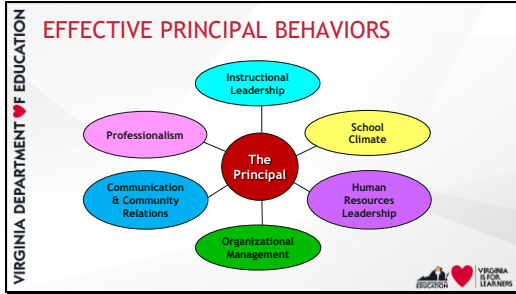
Slide 22	**EFFECTIVE PRINCIPAL BEHAVIORS**	*(NOTE TO TRAINER: Use this slide to summarize and expand upon the chat comments.)*
Slide 23	Effective Principals... #3: Help, not Hurt!	We also know that effective principals do things to help teachers, staff, and students.
Slide 24		In other words, principals are there to help, not hurt!
Slide 25	PRINCIPAL PERFORMANCE EVALUATION SYSTEM (PPES) DESIGN	Let's now look at the basics of the Principal Performance Evaluation System.
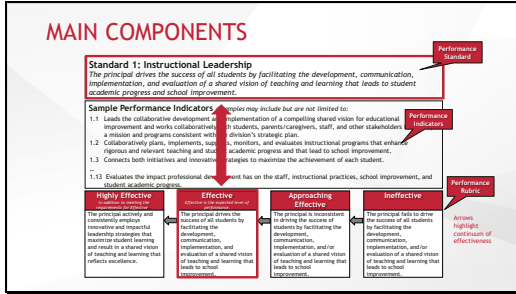
<table>
<tr><td>Slide 26</td><td></td><td>

There are three main components of the evaluation system.

- Performance standards define the criteria expected when principals perform their major duties. There are eight performance standards. When principals are evaluated, they are evaluated against the performance standards.

- Next are performance indicators. They provide research-based examples of observable, tangible behaviors that indicate the degree to which principals are meeting each standard. We often call these the "look-fors." In this evaluation system, we do not use the performance indicators as a checklist; they are intended as examples of the behaviors a principal might display when successfully performing the standard. They are not intended to be all-inclusive. School divisions may modify the indicators if they wish. In addition, they may choose to add indicators to emphasize a particular focus area for the division. Performance ratings are made at the performance standard level, NOT at the performance indicator level.

- The third main component is the performance rubric. We will talk more about them shortly. During the summative evaluation, the evaluator will use a "preponderance of evidence" to judge where the principal should be rated on this scale. Note that the rubric description under the *effective* level is the exact wording of the performance standard. This is because *effective* is the expected level of performance. You can see on this slide that arrows have been added between the rating levels to emphasize a continuum of effectiveness.

</td></tr>
<tr><td>Slide 27</td><td></td><td>

Here are the eight performance standards. We will discuss each one individually.

</td></tr>
</table>

The first performance standard is *Instructional Leadership*. Nothing in the principal's role is more important for ensuring successful student learning than effective instructional leadership. School principals who focus on a vision for their schools nurture the leadership capabilities of their teachers. Additionally, if their schools are moving in the right direction, they model effective leading and learning. Combining these efforts with using data appropriately, as well as monitoring what takes place at the classroom level, will increase the likelihood that schools will achieve their goals for student learning (*Qualities of Effective Principals*; Stronge, Richard, and Catano, ASCD, 2008).

You can see on this slide that several of the indicators have strike-throughs. These are the words that were deleted from the previous version of the standard. The words in red show the new wording. You can look in your training handout to see the revisions to all of the performance standards.

(NOTE TO TRAINER: Standard 6 is not listed in the first part of the handout where it shows revisions to the previous standards because it is a new standard. You can see Standard 6 in the back of the handout where it shows the clean version of all the performance standards.)

Here are the remaining changes to the standard.

The second performance standard is *School Climate*. Research over the past two decades shows there is a statistically significant relationship between school leadership and school climate. When the principal establishes a clear mission and facilitates a positive school climate, there is a positive impact on teaching and learning (*Qualities of Effective Principals*; Stronge, Richard, and Catano, ASCD, 2008).

The third standard is *Human Resources Leadership*. Education is a people business with approximately 80%-90% of a school's operational budget invested in its people. The teachers and other staff in a building are far more important to success than the building itself. Thus, selecting, supporting, developing, accurately evaluating, and keeping the right people is the central tenet for success in our business (*Qualities of Effective Principals*; Stronge, Richard, and Catano, ASCD, 2008).

Organizational Management is the fourth performance standard. Principals require a dynamic combination of management, leadership, technical, and interpersonal skills. The effective school leader is a master diagnostician, facilitator, and collaborator who works with those in the school community to obtain resources, monitor progress, and continually improve teaching and learning. The effective principal must understand how to share the many responsibilities of the role with those in the school community (*Qualities of Effective Principals*; Stronge, Richard, and Catano, ASCD, 2008).

Performance Standard 5 is *Communication and Community Relations*. Good communication is the foundation for building positive relationships with parents, families, and the larger community. When a breakdown in communication occurs with any constituency, it is always to the detriment of the school and its students; therefore, it is critical for principals to communicate effectively with both internal and external constituents. The world outside schools is changing rapidly; consequently, it takes

positive, effective, and ongoing communication to meet the challenges associated with preparing students to enter this changing world (*Qualities of Effective Principals*; Stronge, Richard, and Catano, ASCD, 2008).

Slide 32

Culturally Responsive Teaching and Equitable School Leadership is a new performance standard dealing with culturally inclusive and responsive schools and ensuring that we support the achievement of all students.

The *Professionalism* standard was previously Standard 6. How principals do their work is vitally important. Results count, but so does the manner in which principals work. In order to be successful, principals must understand they are the public image of their schools and, as such, are role models to their students, their staff, and their community. Thus, professionalism is paramount to being a principal (*Qualities of Effective Principals*; Stronge, Richard, and Catano, ASCD, 2008).

Slide 33

The eighth standard, *Student Academic Progress* was previously known as Standard 7 and is related to student outcomes. For effective principals – all the funds they receive and spend, all resources they allocate, every employee they hire...everything they do – is about the students. If what principals are doing does not positively touch the lives of students, then they probably should not be doing it. The best measure of a principal's success is that, at the end of the day, students should be better off for having spent time in their schools (*Qualities of Effective Principals*; Stronge, Richard, and Catano, ASCD, 2008).

Slide 34

PERFORMANCE INDICATORS

- Look-fors – the kinds of things you would expect an effective principal to do
- Examples – not intended to be used as a checklist!
- Based on the extant research
- Not exhaustive, not prescriptive
- Indicators are not mutually exclusive and may overlap with indicators in other standards

School divisions MAY modify performance indicators.

- Now let's look for a moment at performance indicators. We often call these the "look-fors."
- We do not use the performance indicators as a checklist; they are intended as examples of the behaviors a principal might display when successfully performing the standard.
- As noted earlier, they are based on the extant research related to effective principals…
- …but they are not intended to be all-inclusive nor prescriptive.
- Finally, it is worth noting that that indicators in one standard may overlap with indicators in another standard.
- School divisions may modify the indicators if they wish. In addition, they may choose to add indicators to emphasize a particular focus area for the division.

Slide 35
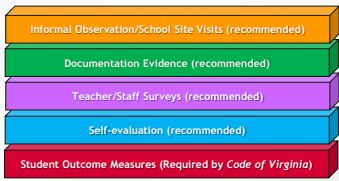
DATA SOURCES

We will now look specifically at the data sources that can be used to provide evidence toward the principal performance standards.

Slide 36

MULTIPLE DATA SOURCES FOR PRINCIPAL EVALUATION

- Informal Observation/School Site Visits (recommended)
- Documentation Evidence (recommended)
- Teacher/Staff Surveys (recommended)
- Self-evaluation (recommended)
- Student Outcome Measures (Required by *Code of Virginia*)

Today's training will not cover

These are the data sources that are recommended in the *Guidelines*. Due to time constraints, Student Outcome Measures, which are required by the *Code of Virginia*, will not be covered in today's training.

Slide 37

Benefits and Challenges of Informal Observations/School Site Visits (Chat)

Let's first look at the benefits and challenges of informal observations/school site visits. Take a few minutes to think about the pros and cons and share your thoughts on chat.

BENEFITS & CHALLENGES: INFORMAL OBSERVATIONS/SCHOOL SITE VISITS

Benefits	Challenges
• Principal is in his/her natural environment	• Snapshot of principal's work
• Can directly see leadership/management practices	• In-school responsibilities only
• Can observe teacher/staff/student responses	• Dog and pony show
• Visible demonstration of growth	
• Can witness incorporation of PD	

VIRGINIA DEPARTMENT ♥F EDUCATION

This slide shows some of the benefits and challenges we typically see with observations. On the positive side:

- They show the principal in his/her natural environment.

- They allow direct observation of a principals' leadership and management practices, and

- Enable the evaluator to observe how teachers, staff, and students respond to these practices.

- They allow the principal to demonstrate growth.

- They also provide the opportunity to see whether professional development has been incorporated into the principal's practice.

On the negative side:

- They only provide a snapshot of the principal's work,

- and show a principal's in-school responsibilities only.

- In addition, an announced visit may result in a "dog and pony" show and not give a realistic picture of the principal.

INFORMAL OBSERVATIONS/SCHOOL SITE VISITS

- Optional, but recommended
- May take many forms:
  - Principal interactions with others
  - Observing programs
  - Shadowing the principal
  - Formal interview/informal discussions on challenges and successes
- Multiple visits encouraged
- May help principal think of artifacts to demonstrate proficiency

VIRGINIA DEPARTMENT ♥F EDUCATION

Although the *Code of Virginia* does not require informal observations/school site visits, they are recommended as they provide information on a wide variety of contributions made by principals. They may range from watching how a principal interacts with others, observing programs, shadowing the principal, and discussing areas of success or concern. Evaluators are encouraged to conduct multiple site visits to the principals' school. When using documentation evidence, a discussion also may help the principal to think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard.

Slide 40	**INFORMAL OBSERVATIONS/SCHOOL SITE VISITS (cont.)**
	
	• Opportunity for evaluator:
	   • To discover other areas to discuss with faculty/staff
	   • To provide feedback
	• Sample form provided in *Guidelines*
		In addition, evaluators can use the principal's responses to the questions to determine issues they would like to further explore with the principal's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, and by having an honest, open discussion, the principal is provided an opportunity to explain the successes and trials the school community has experienced concerning school changes. A sample *Informal Observation/School Site Visit* Form is provided in the *Guidelines*.

Slide 41	Benefits and Challenges of Documentation Evidence (Chat)	Now let's look at the benefits and challenges of documentation evidence − in other words of a principal submitting artifacts of his or her work. Take a few minutes to think about the pros and cons and share your thoughts on chat.
Slide 42	**BENEFITS & CHALLENGES: DOCUMENTATION EVIDENCE** **Benefits** • Provides principals a voice in their evaluation • Provides opportunities to demonstrate quality work in areas unknown to evaluator • Encourages principal reflection **Challenges** • Unclear expectations • Onerous if not created along the way • How much is enough? • Requires time to reflect and compile • Requires time to review	This slide shows some of the benefits and challenges we typically see with documentation evidence. On the positive side: • Documentation evidence provides principals with a voice in their evaluation. Principals have the opportunity to select artifacts that best represent how they are meeting various performance standards. • Principals do many, many things that simply cannot be seen during an informal observation/school site visit. Providing principal-developed artifacts can help evaluators to get a fuller picture of the quality work that principal do. • Documentation evidence also encourages principal reflection. On the negative side: • There are often unclear expectations about what type of artifacts should be included as documentation evidence. • Principals who wait until just prior to their summative evaluation to start collecting

artifacts may find putting together documentation evidence to be onerous.

- Principals often wonder how many artifacts are enough. School divisions should set parameters.
- Finally, if not done on an "as you go basis," it does take time to compile documentation evidence.
- It also takes time for evaluators to review the material, so it is incumbent on principals to make clear what the artifact is and for which standards it is providing evidence.

Slide 43

DOCUMENTATION EVIDENCE

- Optional, but <u>recommended</u>
- Emphasis is on quality over quantity
- 1-3 artifacts per standard recommended, but single artifact may provide evidence of multiple performance standards
- Should be "natural harvest" of day-to-day work
- Principals should identify the standard(s) for which the artifact provides evidence
- Principals should provide reflection comment to provide context for artifact

VIRGINIA DEPARTMENT ♥F EDUCATION

- Documentation evidence is not required by the *Code of Virginia* but is recommended.
- There are simply some standards where it is difficult to collect enough valid evidence during an informal observation/school site visit. School divisions should emphasize the importance of quality over quantity.
- 1-3 artifacts per standard are recommended, but remember, a single artifact can provide evidence of multiple performance standards.
- Principals should select artifacts that have already been created in their day-to-day work. In other words, it should be a "natural harvest" of what already exists. Evaluators should encourage principals to collect artifacts throughout the year and then select the best artifacts to submit at the end of the evaluation cycle.
- The evaluator should not be left guessing for which standards the principal provided the artifact. Principals need to identify the performance standard or standards for which the artifact provides evidence.
- We strongly recommend that principals reflect on the artifacts they submit to help provide context for how the artifact was used, and perhaps what they would change or what worked well in relation to the artifact. Research shows the importance of reflection to facilitate growth and improvement.

16

Slide 44	DOCUMENTATION EVIDENCE (cont.) • Sample artifact lists shown in *Guidelines* • Sample *Documentation Evidence Cover Sheet* provided in *Guidelines*	There is a sample artifact list as well as a sample *Documentation Evidence Cover Sheet* in the *Guidelines*.
Slide 45	BREAK	Let's take a short break.
Slide 46	Benefits and Challenges of Teacher/Staff Surveys (Chat)	We will now look at teacher/staff surveys. Please take a moment to think through the benefits and challenges of using such surveys and then write your thoughts in chat.

Slide 47

TEACHER/STAFF SURVEY BENEFITS

✓ Provides direct input from receivers of principal's services (teachers/staff)

✓ Helps principal see where teacher/staff perceptions do not align with principal's

✓ Helps principals understand areas of strength and need

✓ Easy to show growth by re-administering survey at end of year and reflecting on improvements

✓ Teachers/staff know a good principal when they see one!

Here are some of the benefits we typically hear concerning student surveys. On the positive side:

- The teachers and staff are the direct receivers of the principal's work, so they are in the best position to know whether the principal is effective.
- Teacher/staff surveys help the principal to see where perception do not align with the principal's own ideas. It may help the principal to become aware of blind spots.
- Surveys help principals to understand areas where they are doing well…and where they are in need of improvement.
- Surveys provide an easy method by which principals can demonstrate growth. By administering the survey partway through the year and then re-administering it at the end of the year, principals can show how they

addressed areas of growth identified in the first survey.

- And finally, the teachers and staff know a good principal when they see one!

Slide 48
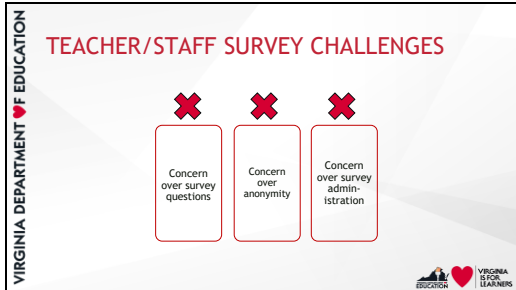
On the negative side:

- There may be concern that the survey is not asking the right questions.
- There also may be concerns of anonymity…
- …or the administration of the survey.

Slide 49
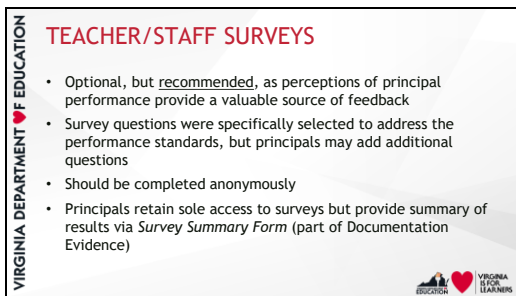
- Teacher/staff surveys are optional, but recommended, as they provide a valuable source of feedback for principals.
- The Principal Evaluation Work Group that revised the *Principal Guide*lines did a close review of the survey questions. Each survey question addresses a specific performance standard, but principals may add additional questions as they see fit.
- Surveys should be completed anonymously so that the teachers and staff feel free to express their honest opinions.
- Finally, principals will retain the sole access to the actual responses from the survey but should provide a summary result via on the *Survey Summary Form.*

Slide 50
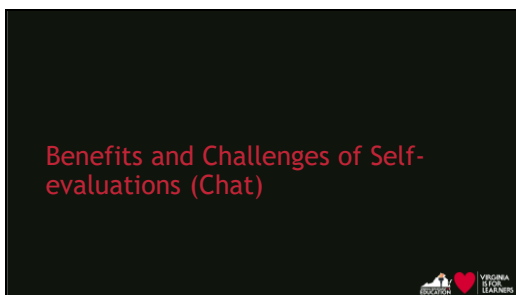
Finally, we will look at our last data source, self-evaluation. Again, please take a moment to reflect on the benefits and challenges of this data source and provide your thoughts in chat.

| Slide 51 | | Here are some of the benefits we typically hear concerning self-evaluations. On the positive side:

- Self-assessing helps principals to reflect on the expectations as laid out in the performance standards.
- It encourages principals to realize the areas where they may need improvement and encourages them to ask for assistance.
- It helps principals to identify their strong areas.
- It also can point out whether there is a misalignment of how the principal perceives his or her performance and how the administrator perceives it.

Self-evaluation also has some challenges:

- To be of any value, a principal must be willing to assess him- or herself accurately.
- A principal must feel trust in order to share the results with administrators.

Slide 52 — Self-evaluations are optional, but recommended, as they help principals to reflect on their strengths and areas where they need growth. This reflection can help focus efforts to make their practice more effective. When principals do their self-evaluation, they should consider all the relevant information they have. This should include things such as previous feedback from evaluators and from surveys, and results from growth measures. This should help principals to identify areas that need improvement, which they can then use to develop professional practice goals.

Slide 53 — This slide is to show that collecting evidence for a principal's evaluation is a joint effort between the evaluator and the principal.

EVALUATING PERFORMANCE

Now let's take a look at how principal performance will be evaluated.

TERMS USED IN RATING SCALE

Cat.	Description	Definition
Highly Effective	The principal maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard.	**Exceptional Performance** • Sustains high performance over period of time • Empowers teachers and students; behaviors have strong positive impact on student learning and school climate • Serves as role model to others
Effective	The principal consistently meets the standard in a manner that is aligned with the school's mission and goals.	**Proficient Performance** • Meets the requirements contained in the performance standard • Engages teachers; behaviors have positive impact on student learning and school climate • Willing to learn and apply new skills
Approaching Effective	The principal is inconsistent in meeting the established standard and/or in working toward the school's mission and goals.	**Developing/Needs Improvement Performance** • Requires support in meeting the performance standard • Results in less than expected quality of student performance • Leads to areas for principal improvement being jointly identified and planned between principal and evaluator
Ineffective	The principal consistently performs below the established standard or in a manner that is inconsistent with the school's missions and goals.	**Unacceptable Performance** • Does not meet requirements contained in the performance standard • Results in minimal student learning • May result in principal not being recommended for continued employment

These are the terms used in the rating scale. Principals only receive an actual rating using these terms during the summative evaluation.

- Principals who are *highly effective* consistently and considerably surpass the performance standard. These principals serve as role models to others.

- Principals who are *effective* are high quality principals. They consistently meet the standard.

- Principals who are *approaching effective* are inconsistent meeting the standards. These may be principals who are new to the position and have not developed the skill set needed, or they may be principals who are more experienced, but need improvement in a particular area. In either case, these principals do not demonstrate the level of proficiency required of them.

- Principals who are *ineffective* consistently perform below the standard.

VIRGINIA DEPARTMENT ♥F EDUCATION

INTERIM EVALUATION

Systematic feedback prior to summative

Evidence of each performance standard

Feedback to principal is essential

Does NOT include rating of performance
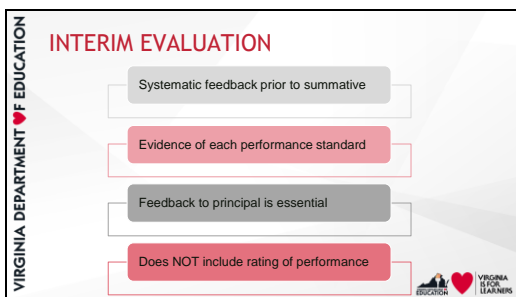
An interim or annual review, especially for beginning principals, provides systematic feedback prior to the completion of a summative evaluation. The multiple data sources we just discussed are used to compile a *Principal Interim/Annual Performance Report* that indicates if a principal has shown evidence of each of the performance standards. The evaluator should share his or her assessment of the principal's performance by a given date (for example, the last school day before winter break). Please note that the *Principal Interim/Annual Performance Report* is used to document evidence of meeting the eight standards but does

not include a rating of performance. A sample *Principal Interim/Annual Performance Report* is provided in the *Guidelines.*
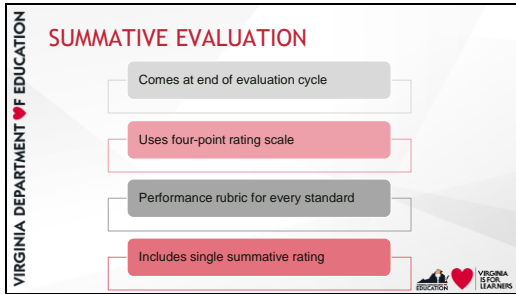
Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The rating for each performance standard is based on multiple data sources of information and is completed only after pertinent data from all sources are reviewed. Evaluators will use the four-point rating scale and performance rubric for each standard. In addition to receiving a diagnostic rating for each of the eight performance standards, the principal will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the principal. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the principal's performance.
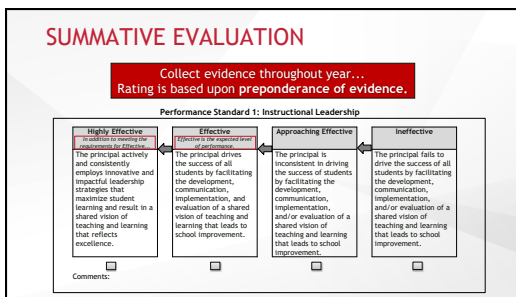
This is what the rubric for *Instructional Leadership* looks like. Evaluators and principals will collect evidence throughout the year and the evaluator will make a rating decision based on the preponderance of that evidence. Note that *effective* is the expected level of performance as it is the actual performance standard. Also note, that in order to be rated as *highly effective*, a principal must meet the *effective* level and go beyond.
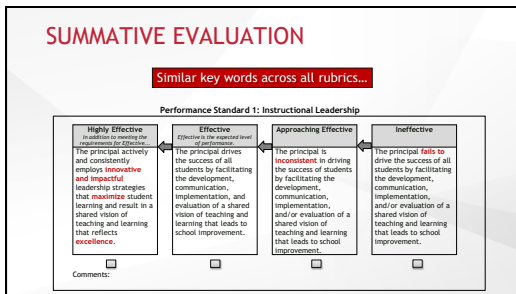
The rubric levels use similar descriptive wording across the levels.
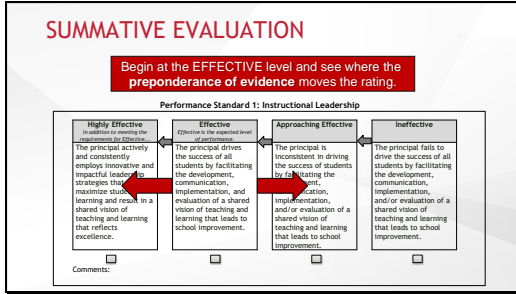
Slide 60		When determining a rating, evaluators should begin at the *effective* level as that is the actual performance standard. They should then look at the preponderance of evidence from all data sources to see whether the rating should move one way or the other.

Slide 61		This chart shows how a single summative rating is calculated and is included on the *Summative Performance Report*.

- Each rating level has a point value: *highly effective* is worth 4 points, *effective* is 3 points, *approaching effective* is two points, and *ineffective* is one point.

- After determining the rating for the principal for each performance standard using the applicable rubric, the evaluator should write those performance ratings in this chart, along with the associated point value. This particular chart shows the weighting of all eight performance standards to be equal (1.25/10) as suggested in the *Principal Guidelines*. Should a school division alter the weighting, it is important to remember that *Performance Standard 8-Student Academic Progress* cannot be the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

- The evaluator should then multiply the points by the weight to determine the weighted total. For example, Standard 1 was rated as *highly effecti*ve, which is worth 4 points. That standard is worth 1.25, so the weighted total is a 5. As you can see, when all the weighted totals are summed, the total is a 33.75.

- You can see based on the chart that a 33.75 falls within the *effective* range; therefore, the principal would receive a single summative rating of *effective*.

| Slide 62 | | Some may question how the range of scores was calculated. If a principal were to receive 4 *highly effective* ratings − which would give a weighted total of 20 − and 4 *effective* ratings − which would give a weighted total of 15), the overall score would be a 35, which is the very lowest score to receive a single summative rating of *highly effective*. The other ranges were calculated in a similar manner. |

HOW WAS RANGE OF SCORES DETERMINED?

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

← 87.5 X 100%
Was not calculated based on a percentage

4 Highly Effective (4 pts x 4 standards) = Weighted total of 20
4 Effective (3 pts x 4 standards) = Weighted total of 15
TOTAL OF 35
(lowest score to receive a single summative rating of Highly Effective)

Slide 63

QUESTIONS OR COMMENTS (CHAT)

For questions regarding the implementation of the Board-approved standard on cultural competency, contact Dr. Joan Johnson, Assistant Superintendent joan.johnson@doe.virginia.gov

Do you have any questions or areas where you think you may need additional support? Please use chat to let us know.

The subsequent pages are the same as those included in the participant handout.

Principal Performance Evaluation System (PPES)
Performance Standard Revisions

(Strike-through words have been deleted; underlined words are new.)

Performance Standard 1: Instructional Leadership

The principal ~~fosters~~ drives 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~~ implementation of a compelling shared vision for educational improvement and works collaboratively with ~~staff,~~ students, parents/caregivers, staff, 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 rigorous and relevant teaching and student academic progress~~,~~ and that lead to school improvement.

1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.

1.~~3~~4 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions ~~to~~ that improve classroom instruction, increase student achievement, and ~~improve~~ maximize overall school effectiveness.

1.~~4~~5 ~~Possesses~~ Acquires and shares knowledge of research-based instructional best practices in the classroom.

1.~~5~~6 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~~7 ~~Provides teachers with~~ Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

1.~~7~~8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/caregivers, and to inform instructional practices.

1.~~8~~9 Provides collaborative leadership for the design and implementation of ~~effective and~~ efficient schedules that protect and maximize instructional time.

1.~~9~~10 Provides the expectation and focus for ~~continued~~ continuous learning of all members of the school community.

1.~~10~~11 Promotes and s~~S~~upports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress. ~~Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.~~

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

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

Instructional Leadership **Rubric**

Exemplary Highly Effective *In addition to meeting the requirements for Effective Proficient...*	Proficient Effective *Proficient Effective is the expected level of performance.*	Developing/Needs Improvement Approaching Effective	Unacceptable Ineffective
The principal actively and consistently employs innovative and effective impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal is inconsistently fosters in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal does not fails to foster drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.

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

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

The principal:

2.1 Uses data and iIncorporates knowledge of the social, cultural, leadership emotional, and political behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

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

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

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.

2.5 Maintains a collegial environment and supports the Supports students, parents/ caregivers, staff, and other stakeholders through the stages of the change process.

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

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

2.8 Involves students, staff, parents/caregivers, staff, and other stakeholders, and the community to create, promote, and sustain a positive, safe, and healthy learning environment that 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/caregivers, staff, and other stakeholders.

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

2.11 Maintains a positive, collegial, 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.

2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

School Climate Rubric

~~Exemplary~~ **Highly Effective** _In addition to meeting the requirements for Effective ~~Proficient~~..._	~~Proficient~~ **Effective** _~~Proficient~~ Effective is the expected level of performance._	~~Developing/Needs Improvement~~ **Approaching Effective**	~~Unacceptable~~ **Ineffective**
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 evidenc~~ed~~t through results.	The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.	The principal is inconsistent~~ly~~ ~~promotes~~ in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.	The principal ~~does not promote~~ fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.

Performance Standard 3: Human Resources ~~Management~~ Leadership
The principal ~~fosters effective~~ provides human resources ~~management~~ leadership by ~~assisting with selection and induction, and by~~ selecting, inducting, 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~~ leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal 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~~ development process for all new and targeted instructional personnel~~, as well as~~ and cultivates leadership potential through personal mentoring and coaching.

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 improve student learning and to grow professionally. ~~and gain self-confidence in their skills.~~

Human Resources Leadership **Rubric**

Exemplary Highly Effective *In addition to meeting the requirements for Effective Proficient…*	Proficient Effective *Proficient Effective is the expected level of performance.*	Developing/Needs Improvement Approaching Effective	Unacceptable Ineffective
The principal consistently demonstrates expertise in impactful human resources management leadership, which results in a highly-productive work force (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The principal fosters effective provides human resources management leadership by assisting with selection and induction, and by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.	The principal is inconsistently in providing human resources leadership by assists with selection and induction and/or inconsistently supports, evaluates, and retains selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel.

Performance Standard 4: Organizational Management
The principal fosters cultivates 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, 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 the physical plant and of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures.

4.45 Analyzes data to identify and plan for Identifies potential organizational, operational, or resource-related problems and deals with resolves them in a timely, consistent, and effective appropriate manner.

4.56 Establishes and uses accepted procedures to Ddevelops short- and long-term goals through effective allocation of resources to improve organizational and operational efficiency and impact.

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

4.78 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.89 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.910 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.

Organizational Management **Rubric**

Exemplary **Highly Effective** *In addition to meeting the requirements for Effective Proficient...*	Proficient **Effective** *Proficient Effective is the expected level of performance.*	Developing/Needs Improvement **Approaching Effective**	Unacceptable **Ineffective**
The principal is ~~highly effective~~ exemplary at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal ~~fosters~~ cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal ~~inconsistently supports, manages, or oversees~~ is inconsistent in cultivating the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.	The principal ~~inadequately supports, manages, or oversees~~ fails to cultivate the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.

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

The principal:

5.1 Plans strategically for and solicits student, parent/caregiver, staff, ~~parent,~~ and other stakeholder input to promote ~~effective~~ sound judgment in the decision-making process and communication when appropriate.

5.2 Collaborates with stakeholders to develop and c~~C~~ommunicate~~s~~ long- and short-term goals and the school improvement plan ~~to all stakeholders~~.

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

5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.

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

5.6 Speaks and writes consistently in ~~an~~ clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders.

5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.

5.7~~8~~ Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.8~~9~~ Collaborates and networks with colleagues and stakeholders to ~~effectively utilize~~ capitalize on the resources and expertise available in the local community.

5.9~~10~~ Advocates for students and acts intentionally to influence family, school, and ~~local,~~ division~~, and state~~ decisions affecting student learning.

5.10~~1~~ Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Communication and Community Relations Rubric

~~Exemplary~~ Highly Effective *In addition to meeting the requirements for Effective Proficient...*	~~Proficient~~ Effective *~~Proficient~~ Effective is the expected level of performance.*	~~Developing/Needs Improvement~~ Approaching Effective	~~Unacceptable~~ Ineffective
The principal proactively seeks and creates innovative and productive methods to communicate and engage ~~effectively~~ impactfully with stakeholders.	The principal fosters the success of all students by communicating, ~~and~~ collaborating, and engaging ~~effectively~~ with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.	The principal ~~inconsistently communicates or infrequently collaborates on issues of importance to stakeholders~~ is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.	The principal ~~demonstrates inadequate or detrimental communication or collaboration with stakeholders~~ fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.

Performance Standard ~~6~~7: Professionalism
The principal fosters the success of all students by demonstrating <u>behavior consistent with legal, ethical, and professional standards ~~and ethics~~</u>, engaging in continuous professional development, and contributing to the profession.

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

The principal:

~~6~~7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, <u>parents/caregivers,</u> staff, and other stakeholders and models these attributes ~~on a~~ daily ~~basis~~.

~~6~~7.2 Works within <u>legal, ethical, and</u> professional ~~and ethical~~ guidelines to improve student learning and to meet school, division, state, and federal requirements.

~~6~~7.3 Maintains a professional appearance and demeanor <u>in accordance with school board policy and division expectations</u>.

~~6~~7.4 Models professional behavior and <u>is</u> cultural<u>ly responsive</u> ~~competency~~ to students, <u>parents/caregivers,</u> staff, and other stakeholders.

~~6~~7.5 Maintains confidentiality.

~~6~~7.6 Maintains a positive<u>,</u> ~~and~~ forthright<u>, and respectful</u> attitude.

~~6~~7.7 Provides leadership in sharing ideas and information with staff and other professionals.

~~6~~7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote<u>,</u> ~~and~~ support<u>, and enhance</u> the vision, mission, and goals of the school division.

~~6~~7.9 ~~Assumes responsibility for~~Engages in personal professional development ~~to~~ <u>that positively impacts school effectiveness</u>. ~~by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.~~

~~6~~7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Professionalism Rubric

~~Exemplary~~ **Highly Effective**	~~Proficient~~ **Effective**	~~Developing/Needs Improvement~~ **Approaching Effective**	~~Unacceptable~~ **Ineffective**
In addition to meeting the requirements for Effective ~~Proficient~~...	*~~Proficient~~ Effective is the expected level of performance.*		
The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in ~~demonstrating~~ fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.	The principal ~~shows disregard for professional standards and ethics and/or~~ fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession.

Performance Standard ~~7~~8: Student Academic Progress
The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

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

The principal:

~~7~~8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

~~7~~8.2 ~~Utilizes~~ Uses 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~~8.3 Communicates assessment results to multiple internal and external stakeholders.

~~7~~8.4 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~~8.5 ~~Utilizes~~ Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

~~7~~8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

~~7~~8.7 Demonstrates responsibility for school academic achievement through proactive interactions with ~~faculty/staff,~~ students, parents/caregivers, staff, and other stakeholders.

~~7~~8.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

~~7~~8.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

~~7~~8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Student Academic Progress **Rubric**

Exemplary **Highly Effective** *In addition to meeting the requirements for* <u>Effective</u> *Proficient...*	Proficient **Effective** *Proficient Effective is the expected level of performance.*	Developing/Needs Improvement **Approaching Effective**	Unacceptable **Ineffective**
In addition to meeting the standard, T<u>t</u>he principal's leadership <u>serves as a role model to others and</u> results in a high level of student academic progress with all populations of learners.	The principal's leadership results in acceptable, measurable<u>, and appropriate</u> student academic progress based on established standards.	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.

PPES Performance Standard Clean Version

Performance Standard 1: Instructional Leadership
The principal drives 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 implementation of a compelling shared vision for educational improvement and works collaboratively with students, parents/caregivers, staff, 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 rigorous and relevant teaching and student academic progress and that lead to school improvement.

1.3 Connects both initiatives and innovative strategies to maximize the achievement of each student.

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

1.5 Acquires and shares knowledge of research-based instructional best practices in the classroom.

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

1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.

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

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

1.10 Provides the expectation and focus for continuous learning of all members of the school community.

1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.

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

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

Instructional Leadership Rubric

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The principal actively and consistently employs innovative and impactful leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.	The principal drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal is inconsistent in driving the success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.	The principal fails to drive the success of all students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads to school improvement.

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

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

The principal:

2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders.

2.3 Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.

2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process.

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

2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner.

2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders.

2.11 Maintains a positive, collegial, inviting school environment that promotes and assists in the development of the whole student.

2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community.

School Climate **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
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 evidenced through results.	The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.	The principal is inconsistent in fostering the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.	The principal fails to foster the success of all students by developing, advocating, nurturing, and/or sustaining an academically rigorous, positive, welcoming, and/or safe school climate for all stakeholders.

Performance Standard 3: Human Resources Leadership
The principal provides human resources leadership by selecting, inducting, 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 leads in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements.

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

3.3 Provides a development process for all new and targeted instructional personnel-and cultivates leadership potential through personal mentoring and coaching.

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 improve student learning and to grow professionally.

Human Resources Leadership **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The principal consistently demonstrates expertise in impactful human resources leadership, which results in a highly- productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.	The principal is inconsistent in providing human resources leadership by selecting, inducting, supporting, evaluating, and/or retaining quality instructional and support personnel.	The principal fails to provide human resources leadership by inducting, evaluating, and/or retaining quality instructional and support personnel.

Performance Standard 4: Organizational Management

The principal cultivates 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, 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 of all instructional programs, building space usage, and all related activities through an appropriately prioritized process.

4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures.

4.5 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and appropriate manner.

4.6 Develops short- and long-term goals to improve organizational and operational efficiency and impact.

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

4.8 Plans and prepares a fiscally-responsible budget to support the school's mission and goals.

4.9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.10 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.

Organizational Management Rubric

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The principal is exemplary at organizational management and demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal is inconsistent in cultivating the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.	The principal fails to cultivate the success of all students by supporting, managing, and/or overseeing the school's organization, operation, and/or use of resources.

Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.
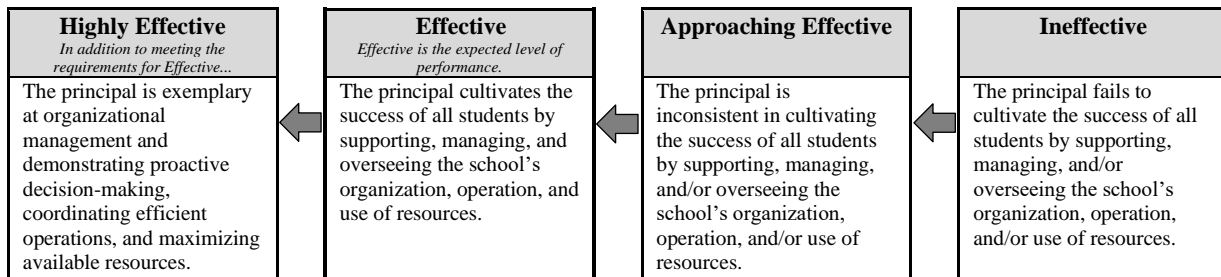
Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

5.1 Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision-making process and communication when appropriate.

5.2 Collaborates with stakeholders to develop and communicate long- and short-term goals and the school improvement plan.

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

5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.

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

5.6 Speaks and writes consistently in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders.

5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English.

5.8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities.

5.9 Collaborates and networks with colleagues and stakeholders to capitalize on the resources and expertise available in the local community.

5.10 Advocates for students and acts intentionally to influence family, school, and division decisions affecting student learning.

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

Communication and Community Relations **Rubric**

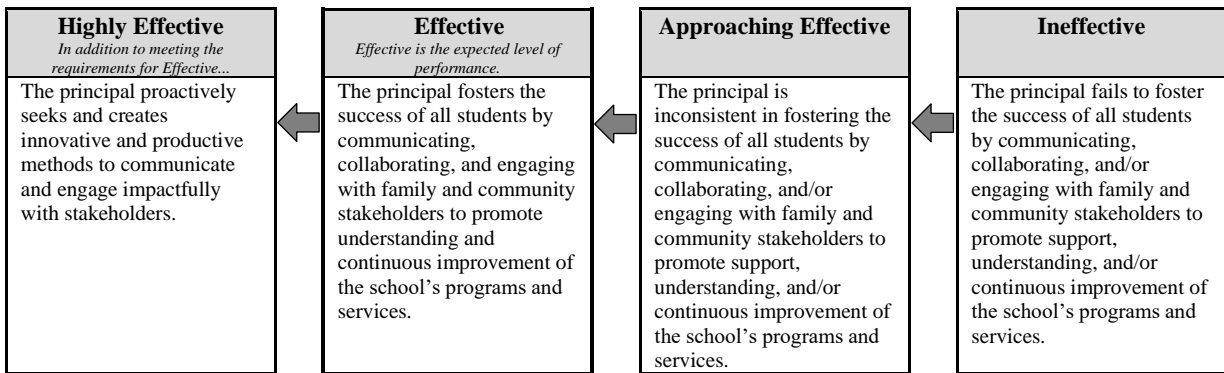| Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The principal proactively seeks and creates innovative and productive methods to communicate and engage impactfully with stakeholders.	The principal fosters the success of all students by communicating, collaborating, and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.	The principal is inconsistent in fostering the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.	The principal fails to foster the success of all students by communicating, collaborating, and/or engaging with family and community stakeholders to promote support, understanding, and/or continuous improvement of the school's programs and services.

Performance Standard 6: Culturally Responsive and Equitable School Leadership*
The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.

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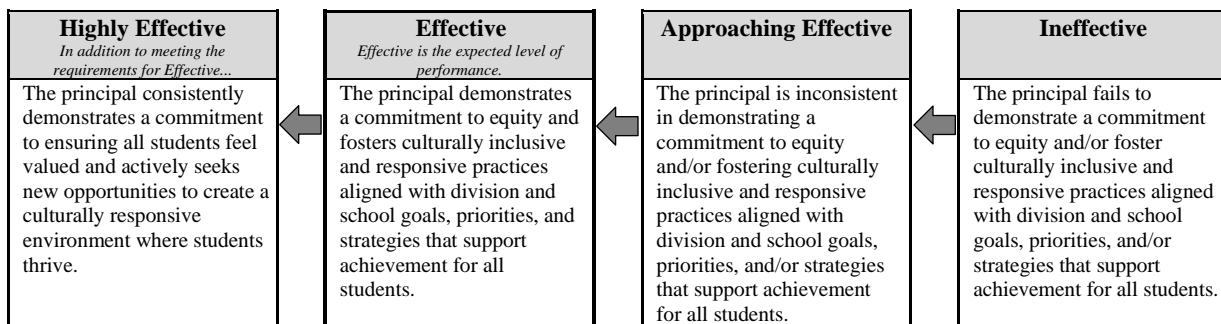*Examples may include, but are not limited to:*

The principal:

6.1 Collects, interprets, and communicates student group disaggregated assessment, engagement, behavioral, and attendance data to identify and understand how and why inequities exist and implements procedures and strategies to address inequity.

6.2 Works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop and implement a school improvement plan based on shared school mission, vision, and values that embed equity and culturally responsive teaching and learning.

6.3 Implements culturally responsive and equitable approaches to school discipline and fosters a school environment of inclusion by building organizational capacity to establish and maintain a safe and affirming school environment for all students.

6.4 Provides leadership for culturally relevant and responsive curriculum, instructional practices, and assessments to support the achievement of all students.

6.5 Advocates for and supports equity and access to educational programs and learning opportunities to meet the learning needs of all students.

6.6 Recruits, develops, and retains effective, culturally responsive staff in accordance with the mission, vision, and articulated values of the school.

6.7 Provides evidence-based and targeted professional learning and coaching to support culturally responsive teaching and reflective practices among teachers and staff.

6.8 Facilitates and engages in dialogue with teachers and staff to promote an equity-centered, inclusive school environment that fosters a sense of belonging for all students.

6.9 Builds positive relationships with students, parents/caregivers, staff, and other stakeholders that use multimodal methods of communication inclusive of the language, dialect, cultural, and social needs of all students and their families.

*Note: Equity denotes the fairness of opportunities for student learning and success.

Standard 6: Developed by Virginia Department of Education with adaptations from the VDOE Principal Evaluation Work Group, October-November, 2021

Culturally Responsive and Equitable School Leadership **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The principal consistently demonstrates a commitment to ensuring all students feel valued and actively seeks new opportunities to create a culturally responsive environment where students thrive.	The principal demonstrates a commitment to equity and fosters culturally inclusive and responsive practices aligned with division and school goals, priorities, and strategies that support achievement for all students.	The principal is inconsistent in demonstrating a commitment to equity and/or fostering culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students.	The principal fails to demonstrate a commitment to equity and/or foster culturally inclusive and responsive practices aligned with division and school goals, priorities, and/or strategies that support achievement for all students.

Performance Standard 7: Professionalism
The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

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

The principal:

7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes daily.

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

7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.

7.4 Models professional behavior and is culturally responsive to students, parents/ caregivers, staff, and other stakeholders.

7.5 Maintains confidentiality.

7.6 Maintains a positive, forthright, and respectful attitude.

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

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

7.9 Engages in personal professional development that positively impacts school effectiveness.

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

Professionalism **Rubric**

| Highly Effective
In addition to meeting the requirements for Effective... | Effective
Effective is the expected level of performance. | Approaching Effective | Ineffective |
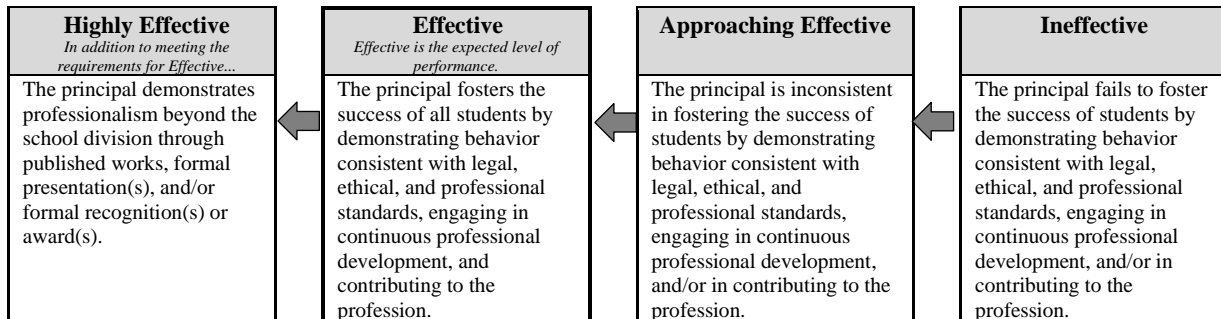|---|---|---|---|
| The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s). | The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession. | The principal is inconsistent in fostering the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession. | The principal fails to foster the success of students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or in contributing to the profession. |

Performance Standard 8: Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

8.2 Uses research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress.

8.3 Communicates assessment results to multiple internal and external stakeholders.

8.4 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.

8.5 Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.

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

8.7 Demonstrates responsibility for school academic achievement through proactive interactions with students, parents/caregivers, staff, and other stakeholders.

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

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

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

Student Academic Progress **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The principal's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners.	The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.	The principal's leadership results in student academic progress that inconsistently meets the established standard.	The principal's leadership consistently results in inadequate student academic progress.