



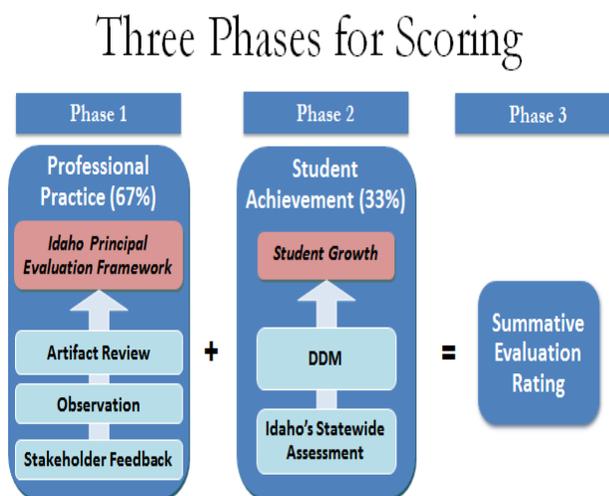
Idaho Principal Evaluation Forms and Tools

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Introduction

The Idaho State Department of Education has worked with experts at American Institutes for Research, the Northwest Comprehensive Center at Education Northwest, and the principal pilot participants to create a comprehensive and practical state-level model principal evaluation system. The state-level evaluation system reflects state law, which requires that principal evaluation systems include practice measures and results measures; multiple measures are used to gain a detailed picture of the principal's practice. The two components will be weighted as shown in the illustration. The assessment of principal practice quality will constitute 67 percent of the summative evaluation score. The evaluation cycle is a way for supervisors and principals to work together to support the principal's professional growth.



The Idaho rule for administrator evaluation requires 67 percent of the final evaluation score to be based on professional practice according to the Idaho Principal Evaluation Framework and 33 percent on student achievement. To aid districts in adhering to that rule, the following method was developed across several years and diverse stakeholder groups to streamline a process that can be used by superintendents and principals in the evaluation process. In short, the principal meets with the superintendent or principal supervisor at three points during the year to set goals, monitor progress, and review the final evaluation. Goals include an individualized professional learning plan for the principal's personal improvement and a growth goal for student achievement within their building. Throughout the process, artifacts such as stakeholder surveys and student achievement data will be gathered and used to check progress and eventually to establish a score.

The principal and supervisor check in with each other at least three times a year, during the initial conversation, midyear check-in, and summative conference. In between these meetings, the principal engages in professional learning activities, and the supervisor offers support and resources as needed. The process should be highly reflective, and the feedback provided and conversations about artifacts are crucial elements. The timing of the cycle may vary based on district preferences; the initial meeting may take place near the beginning of an academic year, or it may occur shortly after the summative conference or even during the summer. However, the steps of the cycle are consistent. The cycle is shown in Figure 1. At each stage of the cycle, both the principal and supervisor have specific responsibilities, and certain forms in this document should be completed. These responsibilities are outlined in Figure 2.

This document includes all of the forms and other tools for the three major checkpoints of the Idaho principal evaluation cycle: the initial conversation, the midyear check-in, and the summative meeting. The first section includes a short description of meeting procedures along

with guiding questions for consideration and discussion. This information is followed by the forms that need to be filled out or updated at each meeting. Supervisors and principals should find that the layout of the document streamlines the process, reduces the need for multiple hard copies, and supports them in following the process during the year. The document is not intended to be a full guidebook for the evaluation cycle; relevant pages in the *Idaho Principal Evaluation Process Resources* document are identified at the beginning of the section for those seeking additional information or guidance.

Tips

- It is recommended that you save this document as a Word template so you can create a forms document for each principal you supervise.
- You may want to print a copy of the guiding questions for ease of reference while completing the form online; if information from an earlier form is required, you can find it without an extensive search.

Figure 1. Six-Step Annual Principal Evaluation Cycle

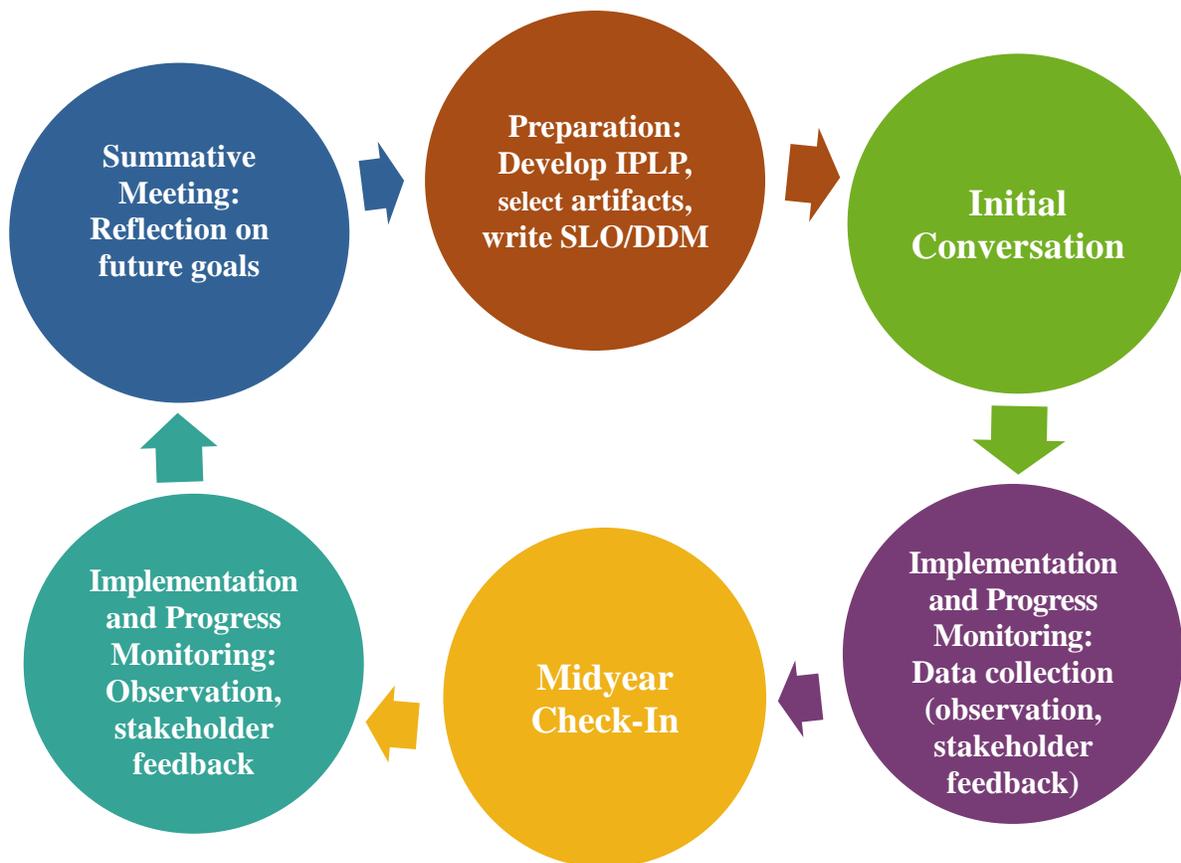
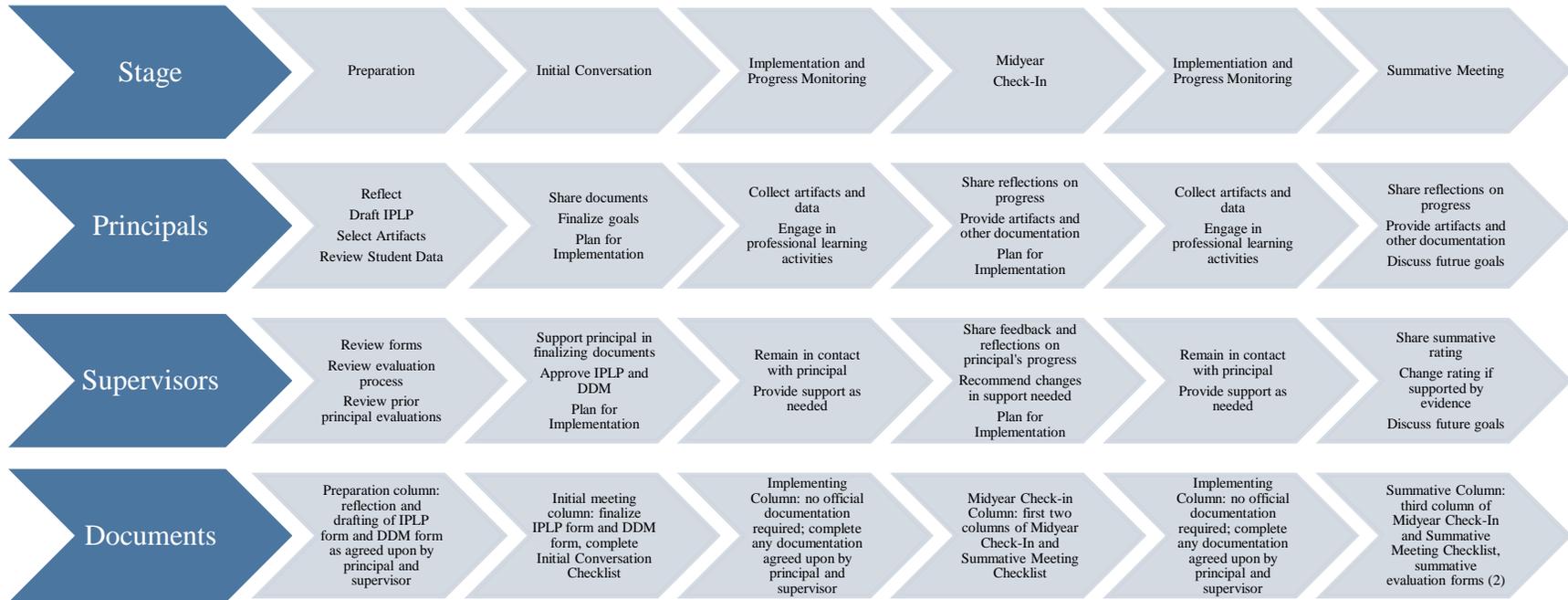


Figure 2. Roles and Responsibilities for each Step



Preparation

Before the initial conversation, both the principal and the supervisor will reflect on the principal’s practice and areas of strength and need. The principal also will begin to draft goals for the individual professional learning plan (IPLP) and identify sources of evidence for the evaluation cycle. It will be helpful for each participant to record some thoughts or notes for the discussion; however, no formal documentation or specific template is required.

1. Use data to reflect individually on areas of strength and need, recording notes as desired.

Principals and supervisors may want to use evaluations from prior years to inform goals for the current cycle. Principals also should consider which artifacts might support the IPLP and other elements of the evaluation cycle. For additional information on this topic, refer to the section “Stage 1: Preparation” (p. 11) in the *Idaho Principal Evaluation Process Resources* document. This process does not need to be formal or officially recorded, but it is important for both the principal and the supervisor to engage in reflection before the meeting.

Guiding Questions

- What information is available from prior years that can inform the reflection and the goal-setting process?
- What does the information from the prior evaluation (i.e., stakeholder feedback, summative scores, observation) tell the leader about areas of strength and growth?
- In what areas is the principal particularly strong? Where are these strengths found within the Idaho Principal Evaluation Framework?
- In what areas would the principal benefit from additional professional growth? Are there specific standards that match these needs?
- How might the principal prioritize areas of growth to be targeted on the IPLP?
- How might the principal’s needs affect other elements of the observation cycle, such as artifact collection or observation?
- What artifacts that the principal already creates in the course of normal practice might be useful to the IPLP or general evaluation cycle?
- Are there new artifacts that the principal might want to create or changes to existing artifacts that can make them more useful during this process?
- Which goals based on the principal’s individual areas of need for development of practice would best align to the accomplishment of school goals?

Initial Conversation Overview

Purpose: To streamline and facilitate the initial conversation

Amount of time: Varies

Materials needed:

For additional information on the preparation phase, see the *Idaho Principal Evaluation Process Resources* document.

- 2. Access school-level test data and use the data to plan for the district-determined measure (DDM).** School-level test data can be used to analyze strengths and needs across the school and determine a goal for the DDM. For additional information on this topic, refer to the section “Preparing for the IPLP” (pp. 12–14) in the *Idaho Principal Evaluation Process Resources* document.

Guiding Questions

- What areas of need are seen across the school?
- Are there particular grade levels or demographic groups that could be targeted by the DDM?
- In general, what do the data suggest about DDM goals?

- 3. Discuss which documents should be drafted before the initial conversation and follow-up, as appropriate.** The principal and supervisor should agree on the level of preparation needed before the initial conversation. Specific responsibilities also can be assigned at this time.

Guiding Questions

- How close to finalized should each document be before the initial conversation?
- Will the principal and supervisor bring any written documentation of their reflection process?
- What will each participant bring to the initial meeting?
- When will the initial conversation take place?

Initial Conversation

The initial conversation between the principal and the supervisor begins by setting up the principal’s IPLP and then covers each measure used in the evaluation. Throughout the conversation, the principal and supervisor complete the “Initial Conversation Checklist” to ensure that sufficient evidence is provided for each standard; this process allows the supervisor to evaluate the principal fairly. At the end of the conversation, the principal and supervisor sign and date the IPLP form and checklist.

Steps in the Initial Conversation Process

- 1. Discuss the IPLP. Additional information about the IPLP can be found in the section “Finalizing the IPLP” (pp. 16–17) in the *Idaho Principal Evaluation Process Resources* document.**

Guiding Questions

- How did the principal select goals?
- What standards are addressed by the goals?
- Are the goals appropriate? What evidence suggests this?
- Are there enough goals? Are there too many goals?
- Is the plan specific, measurable, achievable, relevant, and time-bound (SMART)? (See Table 1.)
- Did the principal select appropriate resources for achieving the goals? What additional resources can the supervisor provide?
- What evidence will be used to show the principal’s progress toward meeting the goals? Which evaluation measures will provide evidence for the IPLP (e.g., selected artifacts, stakeholder feedback data)?
- Are all meetings between the principal and superintendent, to the extent possible, scheduled for the academic year to ensure the evaluation design is followed?
- Have steps been defined to free up principals’ and supervisors’ time to complete the evaluation?

Initial Conversation Overview

Purpose: To set up the IPLP and identify additional evidence to be used in the evaluation

Amount of time: 60–90 minutes

Materials needed: Participants’ notes from preparation stage; school calendar; IPLP (p. 12); and “Initial Conversation Checklist” (p. 17).

For additional information on the initial conversation, see the *Idaho Principal Evaluation Process Resources* document.

Table 1. IPLP: Goal Criteria

Goal	Criteria
S Specific	<ul style="list-style-type: none">▪ Is the goal clearly focused on what is to be accomplished?▪ Why is this goal important?▪ Is it based on the Idaho Standards for Effective Principals components?
M Measurable	<ul style="list-style-type: none">▪ Can this goal be measured?▪ Will the administrator be able to collect evidence of achievement?▪ Is this goal based on multiple sources of data?
A Achievable	<ul style="list-style-type: none">▪ Is this goal achievable within the time parameters set?▪ Will resources be available to achieve this goal?
R Relevant	<ul style="list-style-type: none">▪ How will this goal enhance professional practice?▪ How will this goal improve the principal’s capacity to support achievement of school or district goals?
T Time-bound	<ul style="list-style-type: none">▪ Can this goal be attained within the required time frame?

2. Discuss additional artifacts. Additional information about artifact selection can be found in the section “Selecting Artifacts” (pp. 17–18) in the *Idaho Principal Evaluation Process Resources* document.

It is recommended that districts use a few common artifacts and then allow principals to choose some artifacts individually. Some districts may opt to allow principals to choose all of their artifacts individually. High-density artifacts, or ones that can show evidence of multiple components, are preferred. If the artifacts to be used in the evaluation are not determined by the district, the initial conversation should include collaboratively agreeing on a set of artifacts that will provide strong evidence of the principal’s practice and will cover as many domains and components as possible.

Guiding Questions

- What does strong performance look like for this component?
- How can performance be represented in written documents or other artifacts?
- What would an exemplary artifact for this component look like? What evidence would be available in the artifact itself?
- Are there changes that the principal needs to make so that the artifact will be created in a way that provides specific evidence (e.g., including a certain question on a school climate survey or adding a section to a faculty newsletter)?

Artifacts will be collected for two purposes: to show achievement of IPLP goals and to demonstrate performance on components not addressed in the IPLP. The initial discussion of artifacts should focus on what type of evidence each will provide, as well as on ensuring that each component of the framework is addressed by at least one artifact.

Guiding Questions

- How will the artifact(s) demonstrate evidence on the components identified?
- What other components do the artifacts for the IPLP address? On the basis of this focus, which other components need artifacts to show proficiency?
- Will the artifacts being reviewed address both the IPLP goals and all of the standards in the framework? If not all standards are covered, what changes can be made to ensure that the artifacts provide sufficient evidence for the evaluation?
- Are there steps that the principal should take to change prior practice and make the evidence for the artifacts stronger? (For example, if the principal typically has kept sparse minutes at leadership team meetings, possible steps might be to design a template for minutes or plan verbally how to improve the minutes.)
- Are there elements of the standard for which the artifact will not provide sufficient evidence without additional conversation? (For example, a school improvement plan may address Standard 2b from the framework, Priority Management, by providing evidence of certain tasks that are delegated to others but may need additional information on how decisions about delegation were made.) If so, could the artifact be changed to improve it?

- 3. Prepare to collect stakeholder feedback.** Additional information on collecting stakeholder feedback can be found in the section “Discussing Stakeholder Feedback Collection” (pp. 18–19) in the *Idaho Principal Evaluation Process Resources* document.

Guiding Questions

- What survey will be used?
- Who will be the point person for the survey?
- When will staff take part in the survey training?
- What will the opening date of the survey be?
- What will the closing date of the survey be?

- 4. Discuss the first observation (if implementing).** Additional information on the first observation can be found in the section “Planning for the Observation” (p. 19) in the *Idaho Principal Evaluation Process Resources*.

Guiding Questions

- When might be a good time for the supervisor to conduct an observation?
- Is there a particular teacher whose feedback conference would be beneficial to observe?
- Should the supervisor plan to focus on any particular aspect of the feedback conversation?
- Are there other observations that should be scheduled because they will contribute to the evaluation process (e.g., observation of a data team meeting, school walk-through, parent meeting)?

- 5. Discuss the DDM process.** Additional information about the DDM process can be found in the sample checklist in the section “Finalizing the DDM” (p. 19) in the *Idaho Principal Evaluation Process Resources* document.

Guiding Questions

- Is the DDM a measurable, long-term academic growth target that is for all students or for a particular subgroup of students?
- Does the DDM demonstrate an administrator’s impact on student learning?

- 6. Make plans for the first implementation phase.**

Conclude the meeting with a conversation about any other details that might need clarification. The supervisor should e-mail a reminder of all pertinent dates to the principal within a week of the meeting.

Guiding Questions

- In addition to the initial, midyear, and summative meetings, will there be other types of regular communication between the supervisor and principal to inform the evaluation process or support the principal in meeting goals? What will this communication entail?
- Will there be any target dates for activities related to the IPLP or elements of the evaluation process?
- What resources or assistance does the principal need to complete the evaluation process?
- Who will assist the supervisor to complete the evaluation?
- Is there anything that needs further clarification?
- Do both the principal and the supervisor understand and accept the plan?
- Are there any questions or concerns that need additional discussion at a later date?
- What is a possible date for the midyear check-in?

Midyear Check-In

The midyear check-in between the principal and the supervisor provides an opportunity to monitor and adjust the principal's progress on the IPLP, share initial survey and observation results, and discuss any adjustments to practice or resources needed to ensure that the principal meets goals by the end of the year. The midyear check-in is an opportunity for the supervisor to provide and model high-quality feedback.

The conversation will focus on supports needed rather than on changing intended outcomes. Changes to goals may be made if they are no longer feasible because of significant changes in the school context. If the initial goals have been attained, new goals should be added. The conversation will include checks on the principal's IPLP and each of the measures used in the evaluation. Throughout the conversation, the principal and supervisor update the IPLP and DDM forms and complete the "Midyear Check-In and Summative Meeting Checklist" to evaluate progress toward meeting each standard; this process allows the supervisor to evaluate the principal fairly. At the end of the conversation, the principal and supervisor sign and date the checklist.

Midyear Check-In Overview

Purpose: To reflect on progress, evaluate evidence, and determine needs for changes in principal practice

Amount of time: 40–60 minutes

Materials needed: Survey results, observation forms from first observation, documents from initial conversation, forms for midyear check-in

For additional information on the midyear check-in, see the section "Stage 4: Midyear Check-In" (pp. 22–23) in the *Idaho Principal Evaluation Process Resources* document.

Steps in the Process

1. Discuss the IPLP.

Guiding Questions

- What successes or challenges has the principal encountered during the first part of the year?
- What questions or concerns does the principal have?
- What feedback does the supervisor have for the principal?
- Which action steps has the principal completed?
- Were there any challenges to completing the action steps?
- Does the principal need to add any action steps or revise the current action steps?
- Have the resources provided during the first semester proved helpful? What additional resources can the supervisor provide?
- What evidence has been collected already to show the principal's progress toward meeting IPLP goals? What further evidence will be collected? Is the timeline for future evidence collection still appropriate?

- What changes, if any, have occurred in the school and district environment that might affect the principal’s ability to meet goals by the end of the year?
- Do both the principal and the supervisor feel that the principal is on track to meet goals by the end of the year? If not, what changes can the principal make or what additional supports can the supervisor provide to address concerns?

2. Revisit the discussion of artifacts.

Artifacts are collected in the course of the principal’s regular practice to support either the IPLP goals or evidence of practice on the components not covered by the IPLP; all components will be addressed by one or more artifacts. At the midyear review, any artifacts that have been created already can be reviewed. The principal and evaluator should discuss the quality of the current artifacts and determine whether the artifacts provide the type and quality of evidence predicted at the initial conversation. If the artifacts do not show the expected type or quality of evidence, additional examples or different artifacts may need to be collected before the summative meeting. Characteristics of the artifacts also may suggest areas of need for change in the principal’s practice.

Guiding Questions

- Do the artifacts provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
- When necessary, have the principal and supervisor shared additional information about artifacts that do not provide clear evidence when taken in isolation? What other information needs to be shared so that the supervisor can evaluate the artifacts fairly?
- What does the evidence from the artifacts collected at this point suggest about the principal’s mastery of standards? If the evidence suggests that the principal is not meeting standards, what changes in practice can the principal make, or what additional supports can the supervisor provide?
- Do the artifacts collected so far provide evidence addressing all or most of the standards? If the current artifacts suggest that not all standards will be covered, what changes can be made to ensure that sufficient evidence will be collected by the end of the year?
- Are there steps that the principal should take to change prior practice and make the evidence for the artifacts stronger?

3. Discuss stakeholder feedback data collection.

Review data from the initial stakeholder data collection, if administered, and make plans for spring administration if feedback is to be collected a second time.

Guiding Questions

- What are the overall trends in the stakeholder feedback data? Where are the principal’s areas of relative strength and need?
- Is there anything that surprises either the principal or the supervisor about the stakeholder feedback data?

- What components on the rubric can be informed by stakeholder feedback?
- What levels of performance are supported by the data related to those components?
- What implications does stakeholder feedback have for the principal’s practice for the rest of the year?
- Do the data suggest the need for any adjustments to the IPLP?

4. Discuss the observation.

Note: The observation is used in two separate contexts. At the postobservation meeting, the principal and supervisor will discuss the observation in depth, and the supervisor will provide detailed feedback tailored to improving the principal’s practice of giving high-quality feedback to teachers. At the midyear check-in, this feedback does not need to be the subject of a second detailed conversation. At the midyear check-in, the supervisor uses information from the observation as it relates to the evaluation process. If the observation is providing information for the IPLP, the principal and supervisor will discuss what the observation data say about progress toward goals. The pair also will discuss how the observation data relate to the framework and the data’s implications for determining a level of performance on the components.

Guiding Questions

- What evidence collected during the observation aligns to the framework?
- Which components does that evidence align to?
- What implications does this evidence have for the principal’s practice?
- What changes in practice would the principal or supervisor like to see in the second observation?
- Will there be a second observation?
- Will it be most useful for a second observation to take place in the same venue as the first, or would a different type of observation be more productive?

5. Discuss the DDM process.

Guiding Questions

- Which data described by the DDM have been collected already?
- Do the data collected at this point suggest that sufficient progress is being made toward attaining the goals of the DDM? If not:
 - Why not? What unexpected circumstances, if any, have arisen? To what extent are they preventable or under the principal’s control?
 - What adjustments to strategies can the principal make to address concerns? How can the principal support improved performance among teachers?
 - What resources can the supervisor provide to support the principal?

6. Make plans for the second implementation phase.

A reminder of all pertinent dates should be e-mailed from the supervisor to the principal within a week after the meeting.

Guiding Questions

- When might be a good time for the supervisor to conduct a second observation (if being conducted)?
- What type of observation will be best for the second observation (e.g., an additional observation of a feedback conference)? If a second observation of a feedback conference is planned, will it be most productive for the supervisor to observe feedback given to the same teacher or a different teacher?
- Should the supervisor plan to focus on any particular behavioral indicators from the Instructional Feedback Observation Toolkit or aspects of the conversation?
- Will there be any additional target dates for activities related to the IPLP or elements of the evaluation process?
- Is the point person in place to manage stakeholder feedback data collection, and have dates for data collection been confirmed? What other details need to be considered before collection?

Conclude the meeting with the opportunity to address any lingering questions such as the following:

- Did contact between the supervisor and principal successfully inform the evaluation process or support the principal in meeting goals? What concerns does either participant have about the nature of communication between them so far? Do plans for regular communication need to be adapted for the second semester?
- Is there anything that needs further clarification?
- Do both the principal and the supervisor still understand and accept the plan?
- Are there any questions or concerns that need additional discussion at a later date?
- What is a possible date for the summative conference?

Summative Meeting

The summative meeting between the principal and the supervisor is a time for both reflection and initial consideration of future goals, as well as an opportunity for the supervisor and principal to discuss the summative rating for the year. Prior to the meeting, the principal will collect any remaining evidence and complete an informal reflection by using the framework and reflection forms as guidance. Both the supervisor and principal should come to the meeting having made an initial assessment of ratings. During the summative meeting, the principal and supervisor consider the principal's overall performance and progress toward attainment of goals. Both the IPLP and evidence from all measures will inform this conversation. Throughout the conversation, the principal and supervisor update all forms; this process allows the supervisor to evaluate the principal fairly and provides a starting point for discussion between the principal and supervisor. During the conversation, the supervisor shares the principal's summative performance rating; at the end of the conversation, the principal and supervisor sign and date the checklist.

Steps in the Process

1. Discuss the IPLP.

Guiding Questions

- What successes or challenges has the principal encountered?
- What questions or concerns does the principal have?
- What feedback does the supervisor have for the principal?
- Which action steps has the principal completed?
- What challenges, if any, were experienced in completing the action steps, and how were they addressed? Were the resources provided during the year helpful? What other resources might have been helpful?
- What does the collected evidence show about the principal's attainment of goals?
- What does the collected evidence show about the principals' application of learning to the school context?

Summative Meeting Overview

Purpose: To reflect on progress, evaluate evidence, determine a summative evaluation score, and reflect on implications for future practice

Amount of time: 40–60 minutes

Materials needed: Survey results, observation forms from all observations, documents from all earlier meetings, documents for summative meeting

For additional information on the summative meeting, see the section “Stage 6: Summative Meeting” (pp. 25–26) in the *Idaho Principal Evaluation Process Resources* document.

2. Review final evidence from artifacts.

At the summative meeting, artifact collection should be complete, and all artifacts should have been submitted. As the artifacts are reviewed, the supervisor can consider any additional context or evidence provided and use it to determine a summative rating. The principal and evaluator should discuss the quality of the artifacts and discuss their implications for goal attainment and the overall summative rating. During the conversation, consider the following:

Guiding Questions

- When necessary, have the principal and supervisor shared additional information about artifacts that do not provide clear evidence when taken in isolation? What other information needs to be shared so that the supervisor can evaluate the artifacts fairly?
- What evidence do the artifacts collected suggest about the principal's level of performance on the standards?
- Does the artifact review have implications for the principal's goal setting for the following year?

3. Review final evidence from stakeholder feedback.

As with the artifacts, all stakeholder feedback should have been collected and submitted. The supervisor should consider these data and how they might influence the summative rating, as well as what evidence they provide about IPLP goals if stakeholder feedback was identified to be used for that purpose. The principal and the supervisor should discuss the evidence from the stakeholder feedback. During the discussion, consider the following:

Guiding Questions

- If feedback was collected twice during the year, were there any significant changes in the feedback between the first and second collections?
- If stakeholder feedback was included as evidence for the principal's IPLP, what does the feedback suggest about goal attainment?
- What evidence does the stakeholder feedback suggest about the principal's level of performance on the standards?
- Does the stakeholder feedback have implications for the principal's goal setting for the following year?

4. Review final evidence from observation.

If only one observation was used, the principal and supervisor may want to review quickly the data from the first observation and what that information suggests for a summative rating. If a second observation was conducted, this part of the conversation also should address differences in the two observations, as well as what those differences suggest about changes in principal practice. The supervisor and principal also should discuss how the second observation, if used, influences the summative rating. As at the midyear check-in, this

discussion will *not* focus on the substance of the observation itself, which was addressed at the postobservation conference. At this time, the supervisor and principal are focusing solely on how the observation(s) relate to the principal’s attainment on the framework and possibly the IPLP goals. During the conversation, consider the following:

Guiding Questions

- If observations were conducted twice during the year, were there any significant changes in the feedback from the first and second observations?
- If the observation(s) was included as evidence for the principal’s IPLP, what does the feedback suggest about goal attainment?
- What evidence does the observation suggest about the principal’s level of performance on the standards?
- Do the data from the observation(s) have implications for the principal’s goal setting for the following year?

5. Discuss the DDM process.

Guiding Questions

- Have all necessary data been collected?
- What rating do the data support?
- Is there anything in the DDM data that has implications for the principal’s practice in the future?
 - Should the principal consider setting more rigorous or more attainable growth targets on future DDMs?
 - Do the DDM data suggest areas of focus for future DDMs?

6. Determine a summative rating.

Before the summative conference, the principal will have completed an informal reflection, and the supervisor will have assigned a preliminary effectiveness rating. During the summative meeting, the principal and supervisor should discuss this rating in depth. If the principal provides evidence that supports changing a rating in one or more areas of the evaluation, the supervisor may change the rating as appropriate during or after the meeting. Districts will follow their own evaluation policies for remediation. For more information about the summative rating process, see the section “Summative Rating Process” (pp. 26–27) in the *Idaho Principal Evaluation Process Resources* document.

Guiding Questions

- What summative evaluation score has the supervisor assigned based on the evidence?
What areas of relative strength and need were determined through the evaluation process?

- Are there any extenuating circumstances that should be considered when determining the principal's summative evaluation score? Is there additional evidence the principal wants to share that might impact the summative evaluation score?
- Do the principal and the supervisor agree on the ratings determined by the supervisor? If not, what additional evidence can the principal provide to justify changing the rating?
- Considering all of the evidence, what level of performance is supported for each component? Which evidence supports each part of the summative rating?

7. Make plans for the upcoming year. Consider the following:

- What overall areas of strength or need for growth will impact the principal's practice and evaluation process in future years?
- What goals might the principal want to set for the following year?
- What support can the supervisor offer during the summer or the following school year to help the principal meet goals?
- Has contact between the supervisor and the principal gone according to plan? What concerns does either participant have about the nature of communication between them so far? Do plans for regular communication need to be adapted for future years?
- When will the next cycle begin?

8. Conclude the meeting with questions such as the following:

- Is there anything that needs further clarification?
- Do both the principal and the supervisor still understand and accept the plan?
- Are there any final thoughts that either participant wants to share?

Individual Professional Learning Plan

Name:		Date:	District and School/University:	
Goal 1:				
Domain and Component _____ (e.g., 2c, 3d)				
How will your learning increase from achieving this goal?				
Action Steps/Activities (Specific Principal/Teacher/Specialist Professional Activities)	Resources (Staff, Professional Development, or Materials)	Timeline (Time Frame for Action Steps/Activities to Be Completed)	Completion (Initial and Date as Each Action Step/Activity Is Completed)	
Evidence (How will you know if the goal has been accomplished, and what artifacts will you use to show the goal was accomplished?):				
Midyear Update (What progress has been made toward meeting the goal? What revisions to the IPLP are necessary?):				
Summative Update (Was the goal accomplished? How do the artifacts support this conclusion?):				

Name:		Date:	District and School/University:	
Goal 2: Domain and Component _____ (e.g., 2c, 3d)				
How will your learning increase from achieving this goal?				
Action Steps/Activities (Specific Principal/Teacher/Specialist Professional Activities)	Resources (Staff, Professional Development, or Materials)	Timeline (Time Frame for Action Steps/Activities to Be Completed)	Completion (Initial and Date as Each Action Step/Activity Is Completed)	
Evidence (How will you know if the goal has been accomplished and the intended learning occurred, and what artifacts will you use to show this?):				
Midyear Update (What progress has been made toward meeting the goal? What revisions to the IPLP are necessary?)				
Summative Update (Was the goal accomplished? How do the artifacts support this conclusion?)				

Name:		Date:	District and School/University:	
Goal 3: Domain and Component _____ (e.g., 2c, 3d)				
How will your learning increase from achieving this goal?				
Action Steps/Activities (Specific Principal/Teacher/Specialist Professional Activities)	Resources (Staff, Professional Development, or Materials)	Timeline (Time Frame for Action Steps/Activities to Be Completed)	Completion (Initial and Date as Each Action Step/Activity Is Completed)	
Evidence (How will you know if the goal has been accomplished, and what artifacts will you use to show the goal was accomplished?):				
Midyear Update (What progress has been made toward meeting the goal? What revisions to the IPLP are necessary?)				
Summative Update (Was the goal accomplished? How do the artifacts support this conclusion?)				

District-Determined Measure

Goal Statement		
Context		
Subject/Department		
Grade/Student Population	Grade	Student Population
Pre- and Postassessment		
Interval of Instruction	Preassessment Date	Postassessment Date
Selected Standards		
Pre- and Postassessment Proficiency Level		

Baseline Data or Historical Data/Trends		
Plan and Review		
Strategies for Attaining Goal		
Support		
Evidence of Achievement	<i>How do you know that your goal has been met?</i>	
Review Periods	Midyear	End of Year

Source: DDM form adapted from SLO forms from the Blackfoot School District, Idaho, and the Georgia Department of Education.



Initial Conversation Checklist

Principal Name: _____ Supervisor Name: _____

Date: _____

IPLP Artifact 1: _____

IPLP Artifact 2: _____

IPLP Artifact 3: _____

Additional Artifact 1: _____

Additional Artifact 2: _____

Additional Artifact 3: _____

Additional Artifact 4: _____

Additional Artifact 5: _____

Use the following chart to assess how each component will be evaluated. Use the numbers assigned to the artifacts to mark which artifacts will be used as evidence for which component. Begin with the artifacts selected for the IPLP, marking in the first column each component addressed by those artifacts. Then note which components are not addressed and use the additional artifacts column to ensure that there is at least one artifact that can provide evidence of each component. As many standards as possible should be addressed by multiple measures.

Standard	Artifact(s) for IPLP	Additional Artifact(s)	Stakeholder Feedback	Observation
Domain 1: School Climate				
a. School Culture—Establishes a safe, collaborative, and supportive culture, ensuring all students are prepared successfully to meet the requirements for tomorrow’s careers and life endeavors				
b. Communication—Proactively communicates the vision and goals of the school or district, the plans for the future, and the successes and challenges for all stakeholders				
c. Advocacy—Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement				
Domain 2: Collaborative Leadership				
a. Shared Leadership—Fosters shared leadership that takes advantage of individual expertise, strengths, and talents and cultivates professional growth				
b. Priority Management—Organizes time and delegates responsibilities to balance administrative and managerial, educational, and community leadership priorities				
c. Transparency—Seeks input from stakeholders and takes all perspectives into consideration when making decisions				
d. Leadership Renewal—Strives to improve leadership skills continuously through professional development, self-reflection, and use of input from others				
e. Accountability—Establishes high standards for professional, legal, ethical, and fiscal accountability for self and others				

Standard	Artifact(s) for IPLP	Additional Artifact(s)	Stakeholder Feedback	Observation
Domain 3: Instructional Leadership				
a. Innovation—Seeks and implements innovative and effective solutions that comply with general and special education law				
b. Instructional Vision—Ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to learn the subject effectively				
c. High Expectations—Sets high expectations for all students academically, behaviorally, and in all aspects of student well-being				
d. Continuous Improvement of Instruction—Aligns resources (i.e., professional development, allocation of teacher time, budget decisions), policies, and procedures (i.e., school improvement plans, teacher evaluation) toward continuous improvement of instructional practice guided by the instructional vision				
e. Evaluation—Uses teacher and administrator evaluation and other formative feedback mechanisms to improve teacher and administrator effectiveness continuously				
f. Recruitment and Retention—Recruits and maintains high-quality staff				
OVERALL SUMMATIVE SCORE				

I have reviewed the IPLP and other related documents, including the checklist:

Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

I have discussed and understand the rationale for the summative score for each component and the overall summative score.

Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Midyear Check-In and Summative Meeting Checklist

Principal Name: _____ Supervisor Name: _____

Date of Midyear Check-In: _____ Date of Summative Meeting: _____

Use the following chart to assess progress toward meeting each component. This work will include evidence from stakeholder feedback, artifacts, and possibly the initial observation. Evidence of progress toward meeting the DDM also should be included. Data may be available from benchmark or other formative assessments. The midyear performance progress check column may be used if the supervisor and principal choose to consider a formative rating score at midyear.

Standard	Midyear Check-In Evidence Collected and Comments	Midyear Performance Progress Check	Summative Meeting Evidence Collected and Comments
Domain 1: School Climate			
a. School Culture—Establishes a safe, collaborative, and supportive culture, ensuring all students are prepared successfully to meet the requirements for tomorrow’s careers and life endeavors			
b. Communication—Proactively communicates the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders			
c. Advocacy—Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement			
Domain 2: Collaborative Leadership			
a. Shared Leadership—Fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth			

Standard	Midyear Check-In Evidence Collected and Comments	Midyear Performance Progress Check	Summative Meeting Evidence Collected and Comments
b. Priority Management—Organizes time and delegates responsibilities to balance administrative and managerial, educational, and community leadership priorities			
c. Transparency—Seeks input from stakeholders and takes all perspectives into consideration when making decisions			
d. Leadership Renewal—Strives to improve leadership skills continuously through professional development, self-reflection, and use of input from others			
e. Accountability—Establishes high standards for professional, legal, ethical, and fiscal accountability for self and others			
Domain 3: Instructional Leadership			
a. Innovation—Seeks and implements innovative and effective solutions that comply with general and special education law			
b. Instructional Vision—Ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to learn the subject effectively			
c. High Expectations—Sets high expectations for all students academically, behaviorally, and in all aspects of student well-being			
d. Continuous Improvement of Instruction—Aligns resources (i.e., professional development, allocation of teacher time, budget decisions), policies, and procedures (i.e., school improvement plans, teacher			

Standard	Midyear Check-In Evidence Collected and Comments	Midyear Performance Progress Check	Summative Meeting Evidence Collected and Comments
evaluation) toward continuous improvement of instructional practice guided by the instructional vision			
e. Evaluation—Uses teacher and administrator evaluation and other formative feedback mechanisms to improve teacher and administrator effectiveness continuously			
f. Recruitment and Retention—Recruits and maintains high-quality staff			

Midyear changes needed:

Midyear additional support needed:

Midyear: I have reviewed the IPLP and other related documents, including the checklist:

Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Summative: I have reviewed the IPLP and other related documents, including the checklist:

Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Principal Summative Evaluation

Due May 1—Example

Enter the level of performance for each component on the framework into the spreadsheet. Formulas in the spreadsheet then will calculate the professional practice score, as well as each growth measure score, to calculate the performance score; the overall summative rating will be calculated based on this information. The first form allows supervisors to calculate a rating for an individual principal, and the second sheet is designed to track ratings on multiple principals. Doubleclick on the spreadsheet to be able to use the automated formulas. Once you click out of the spreadsheet, you will still be able to see what you entered.

School: _____ Date: _____

Principal: _____ Evaluator: _____

KEY: 4=Distinguished 3=Proficient 2=Basic 1=Unsatisfactory	
Professional Practice - 67%	Level of Performance
Domain 1: School Climate	
1a - School Culture	
1b - Communication	
1c - Advocacy	
Domain 2: Collaborative Leadership	
2a - Shared Leadership	
2b - Priority Management	
2c - Transparency	
2d - Leadership Renewal	
2e - Accountability	
Domain 3: Instructional Leadership	
3a - Innovation	
3b - Instructional Vision	
3c - High Expectations	
3d - Continuous Improvement of Instruction	
3e - Evaluation	
3f - Recruitment and Retention	
Professional Practice Average	#DIV/0!
Student Achievement - 33%	
Level of Performance	
ISAT by Smarter Balanced	
District Determined Measure	
Student Achievement Average	#DIV/0!
Overall Summative Numerical Rating	#DIV/0!
3.50-4.00 = Distinguished	
2.50-3.49 = Proficient	
2.00-2.49 = Basic	
1.00-1.99 = Unsatisfactory	
Overall Summative Rating	#DIV/0!

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Overall Summative Rating Matrix Example

		Professional Practice: 67%			
		Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Student Achievement: 33%	Unsatisfactory = 1	Unsatisfactory = 1.00	Unsatisfactory = 1.67	Basic = 2.34	Proficient = 3.01
	Basic = 2	Unsatisfactory = 1.33	Basic = 2.00	Proficient = 2.67	Proficient = 3.34
	Proficient = 3	Unsatisfactory = 1.66	Basic = 2.33	Proficient = 3.00	Distinguished = 3.67
	Distinguished = 4	Unsatisfactory = 1.99	Proficient = 2.66	Proficient = 3.33	Distinguished = 4.00

Student Achievement Levels of Performance Examples

Idaho's Statewide Assessment			
Unsatisfactory	Basic	Proficient	Distinguished
One (1) star school	Two (2) star school	Three (3) star school	Four (4) or five (5) star school

District-Determined Measure			
Unsatisfactory	Basic	Proficient	Distinguished
Less than 40% of students meet their growth goal.	41% to 59% of students meet their growth goal.	60% to 90% of students meet their growth goal.	91% to 100% of students meet their growth goal.

