Idaho Principal Evaluation Process Resources

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Dear Idaho Superintendents, Principals, and School Board Members:

Principals' practices are central to building successful schools where teachers and students excel in learning. Administrators work at creating excellent places to teach and learn by engaging in effective leadership practices. According to the Idaho Administrative Procedures Act, each district in Idaho is responsible for developing an administrator evaluation system that is fair, accurate, and reliable. Although IDAPA 08.02.02.121 Local District Evaluation Policy—School Principal provides guidelines for the evaluation, it also provides opportunities for district decision makers to develop a structure to meet local needs. This flexible structure promotes a rigorous and relevant principal evaluation process that provides opportunities for meaningful reflection and leads to principal professional growth. In order to support districts in developing their evaluation system, the Idaho State Department of Education worked collaboratively with stakeholder groups to develop a state example that may be implemented or adapted to fit districts' individual needs.

Authentic principal evaluations reflect much more than the calculation of a summative rating. They provide an opportunity for supervisors to give feedback and support and for principals to reflect and create focused plans for professional development. **The primary purpose of the evaluation process is to provide support for principals to improve their own professional practice.** Therefore, the process will include the valuable opportunity for principals to develop an individual professional learning plan (IPLP) through a practice of self-reflection and dialogue with their supervisors. Although not a part of the evaluation summative rating, the IPLP provides a framework for the evaluation process, which can be grounded in the goals set by the principal and supervisor. Although the process of evaluating practice and using feedback to guide further growth is continuous, the evaluation cycle centers on three primary meetings between principal and supervisor: an initial conversation, a midyear check-in, and a summative meeting. At each of these meetings, the IPLP can provide a lens through which to consider the principal's collected artifacts, progress toward meeting the student academic growth goals, and observation data.

Obtaining a holistic picture of principal performance involves skilled supervisors and others gathering the right evidence from multiple sources. In the book, *Everyone at the Table*, Behrstock-Sherratt and associates (2013)[1] discuss the importance of involving teachers in the design of teacher evaluation systems because engagement builds ownership and support. The National Association of Elementary School Principals and the National Association of Secondary School Principals (2013) agree that, when designing a principal evaluation system, principals also should be included in the process. In developing a principal evaluation system, the Idaho State Department of Education engaged principals and principal supervisors in

[1] Behrstock-Sherratt, E., Rizzolo, A., Laine, S. W., & Friedman, W. (2013). *Everyone at the table: Engaging teachers in evaluation reform.* San Francisco, CA: Jossey-Bass.

conversations about principal evaluation standards and the process, including common reports and other artifacts.

The development process began in fall 2011. A team was organized to lead the work of developing a framework for administrator evaluation. This team included representation from the Idaho State Department of Education, Idaho Association of School Administrators, Idaho Education Association, Office of the State Board of Idaho, Idaho School Boards Association, and Northwest Comprehensive Center at Education Northwest. Additional stakeholders were invited to join the team, and the administrator evaluation focus group was formed. The additional stakeholders included local education agency school board members, university staff, legislature, parents, teachers, superintendents, principals, and directors. The focus group explored current research surrounding administrator evaluation. After examining the research and many examples of frameworks of practice, both in the state of Idaho and other states and districts across the country, the administrator evaluation focus group defined 14 characteristics of a highly effective administrator. These make up the components of the framework for the Idaho Principal Evaluation Framework and set the groundwork for the next phase of developing a state example for principal evaluation.

During the 2013–14 school year, the Idaho State Department of Education, in collaboration with Northwest Comprehensive Center and American Institutes for Research, organized a pilot group of superintendent and principal dyad teams to be trained in and implement a principal evaluation system that included multiple measures and was based on the 14 characteristics of highly effective administrators. Because of their participation and feedback, a principal evaluation process was developed. In an effort to refine the process, the pilot was extended for the 2014–15 school year and included additional superintendent and principal dyad teams from all regions of the state of Idaho. The goal of the pilot was to produce a state model for principal evaluation that may be implemented or adapted to fit the individual needs of districts in Idaho.

What follows is the result of this collaborative process. This document provides detailed information about each step of the evaluation cycle. There is also an accompanying forms document that includes guiding conversations for the three main meetings between supervisors and principals and contains all forms necessary to complete the cycle.

Thank you for your leadership and commitment to Idaho schools. Please contact me with any questions about the state model or the process itself.

Best regards,
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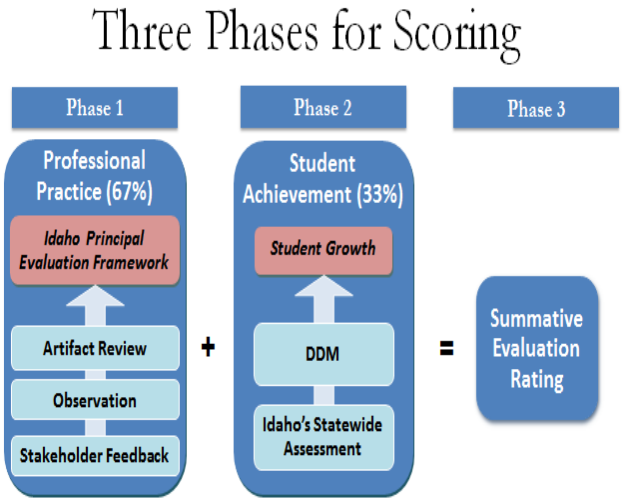
Introduction

The state model principal evaluation system reflects recommendations from the National Association of Elementary School Principals, the National Association of Secondary School Principals, and research on strong evaluation design. The process links performance evaluation with professional learning to improve performance. Procedures outlined in this document provide structure for reflective conversation between principals and their supervisors. The evaluation process includes an individual professional learning plan (IPLP), which supports growth in principal practice but is not included in the calculation of the summative rating.



Principals' practices are central to making students, teachers, and schools successful. Principals help make schools excellent places to teach and learn by engaging in effective leadership practices. Like teachers, principals need feedback and support to extend their practice. Unlike teachers, principals' work focuses on the entire organization, occurs in venues inside and outside of schools, and varies dramatically according to school context. Obtaining a holistic picture of principal performance requires skilled supervisors[2] and others gathering the right evidence from multiple sources.

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 principal evaluation system. The state-level evaluation system reflects state law, which requires that principal evaluation systems include practice measures and results measures. The two components will be weighted as shown in the Three Phases for Scoring illustration. The assessment of principal professional practice quality will constitute 67 percent of the summative evaluation rating.

Principal professional practice quality is evaluated using the Idaho Standards for Effective Principals.[3] Evidence is collected using three methods: artifact review, stakeholder feedback collection, and principal observation. The remaining 33 percent of the summative score is drawn from student achievement measures. One of the measures must be based on Idaho's statewide assessment for Federal accountability purposes. The other measure is a student learning objective (SLO) or similar district-determined measure (DDM) of student growth.

[2] Throughout the document, we use the terms *principal supervisor* or *supervisor* to mean the person responsible for evaluating principal performance. Principal supervisory roles vary within and between districts. Superintendents, assistant superintendents, human resources directors, area superintendents, and others may evaluate principals.
[3] To view the standards, visit the Idaho State Department of Education website (https://www.sde.idaho.gov/site/teacherEval/principals.htm).

The process of evaluating practice and using feedback to guide further growth is ongoing, with the evaluation cycle centered on three primary meetings between principals and supervisors: an initial conversation, a midyear check-in, and a summative meeting. Although it is not a part of the evaluation score, the IPLP serves as a tool to scaffold and guide the evaluation system and help participants implement the framework. At each of the three meetings, the IPLP can provide a lens through which to consider the principal's collected artifacts, progress toward meeting the DDM, and observation data.

In This Document

- Explanation of the framework and principal standards.
- Overview of the evaluation process, including a description of each element.
- Guidelines for the each stage of the evaluation process.

Supporting documents for each step, including suggested protocols and forms for each meeting, are included in a separate document called *Idaho Principal Evaluation Forms and Tools*.

This resource document provides a stepwise process for principal evaluation, tracking each element of the evaluation process during the year. Although it outlines the statewide approach, one that is both rigorous and practical, districts that choose not to adopt the state model principal evaluation system may adapt the process to meet their needs, or create their own process, as long as the district plans align with the standards and meet IDAPA Rule.

Throughout this document, key content is summarized or noted in green text boxes. Although the document itself provides full descriptions and details that will be useful to users, the text boxes can be considered shortcuts for those who have an immediate need for basic information. While this document is intended to provide guidance for superintendents and principal evaluators, there are sections that outline the principal's responsibilities or that provide background information important to principals.

Sections relevant to principals will be marked with the "P" icon:

Key action steps for superintendents will be marked with the key icon:

Review Cycle Overview

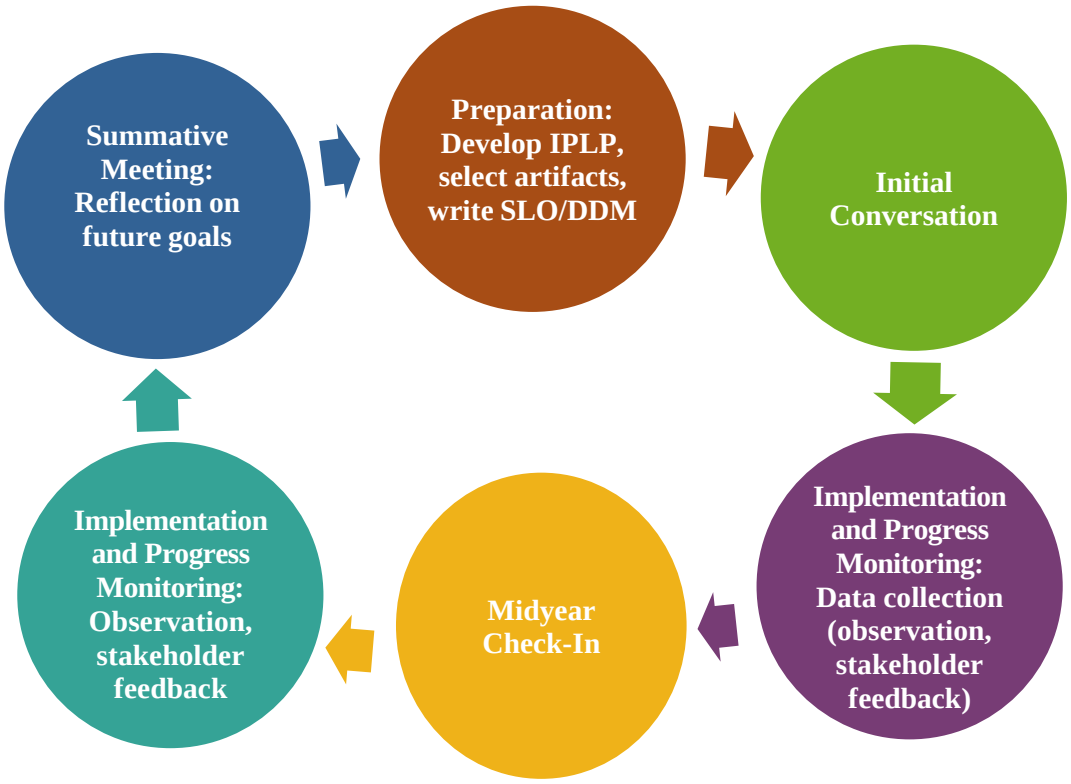
This overview tells what to expect throughout the evaluation. It is a short summary of what occurs at each stage.

Review Cycle Overview

Every principal will be evaluated each year, according to the state model, using a common set of tools and standards. During each academic year, principals will experience a six-step cycle that includes at least three conversations with their superintendents. Each step of the process is explained in detail later in this resource document.

Figure 1 displays the six-step annual principal evaluation cycle. On average, principals generally allocate 12 hours and supervisors typically allocate about 15 hours per principal toward completion of the evaluation per year. The following section provides an overview of the six-step process. Timelines should be adjusted to accommodate local school calendars.

Figure 1. Six-Step Annual Principal Evaluation Cycle



Preparation: The review cycle can begin either immediately after the summative meeting or at the beginning of the school year with a preparation phase. During this period, the principal reflects on past performance and areas for possible professional growth. Simultaneously, the principal can begin to consider which artifacts might be used best to demonstrate this growth, how to formulate a DDM that will demonstrate student academic growth in chosen areas, and what resources might be available to support professional learning.

Initial Conversation: Either shortly after the summative conversation or at the beginning of the subsequent year, the principal and supervisor have an initial meeting to set goals and approve the IPLP. During this and all meetings, each element of the evaluation process is considered in terms of how it can support the principal's professional growth as well as the evidence it can provide about performance on standards not included in the IPLP

Implementation: Throughout the year after the initial conference, the principal will engage in data collection and activities that will support attainment of the professional goals and that will provide evidence for the evaluation process. Examples of professional learning activities include attending training, using e-learning, or observing a peer.

Midyear Check-In: A midyear check-in between the supervisor and the principal in December or January can serve as an important opportunity to evaluate the principal's growth and overall performance during the first part of the year. At this point, the principal and supervisor can work together to revise plans, if necessary, to help the principal meet goals by the end of the year.

Implementation: During the second half of the evaluation cycle, the principal will continue with professional learning activities and data collection as before. The principal will implement any changes agreed on during the midyear check-in**.**

Summative Meeting: Prior to May 1, the principal and supervisor meet for a summative conference. At this meeting, the supervisor will share feedback and provide the principal's summative evaluation score. However, the meeting is not an end point. As the principal and supervisor review the principal's artifacts and discuss other evidence of performance and student achievement, the principal can reflect on the year past and begin to think ahead about potential areas of growth for the year to come.

Framework

The standards and framework are the foundation of the evaluation process. Both principals and supervisors should familiarize themselves with the content of the standards so that they will have a solid understanding of what skills and behaviors are expected of Idaho principals. Principals and supervisors can do this independently and should do so before the beginning of the first evaluation cycle.

The framework can be found in Appendix A. Framework.

Idaho Standards for Effective Principals and Principal Evaluation Framework

Idaho's definition of effective principals is as follows:

> Effective principals in the state of Idaho are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. As the school's primary instructional leader, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the use of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports the school's ability to promote equity and to improve its positive impact on students and families continually. (Adapted from the *Colorado State Council for Educator Effectiveness Report and Recommendations*, pp. 14–15.[4])

Idaho's principal evaluation framework is the backbone of the evaluation system because it communicates performance expectations to principals, establishes a common language for discussing leadership practice, facilitates principal self-reflection, and summarizes performance evidence. The research-based evaluation framework was developed with input from researchers and practitioners within and beyond Idaho.

The framework is included in Appendix A or at http://www.sde.idaho.gov/site/teacherEval/docs/proPrac/Idaho%20Principal%20Evaluation%20Framework.docx Idaho principal framework standards align with national educational leadership policy standards, called the Interstate School Leaders Licensure Consortium standards.

[4] State Council for Educator Effectiveness. (2011). *State Council for Educator Effectiveness report and recommendations*. Denver, CO: Colorado Department of Education. Retrieved from http://www.cde.state.co.us/sites/default/files/documents/educatoreffectiveness/downloads/report%20%26%20appendices/scee_final_report.pdf

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 to engender 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 continuously to improve leadership skills 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 expectation 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

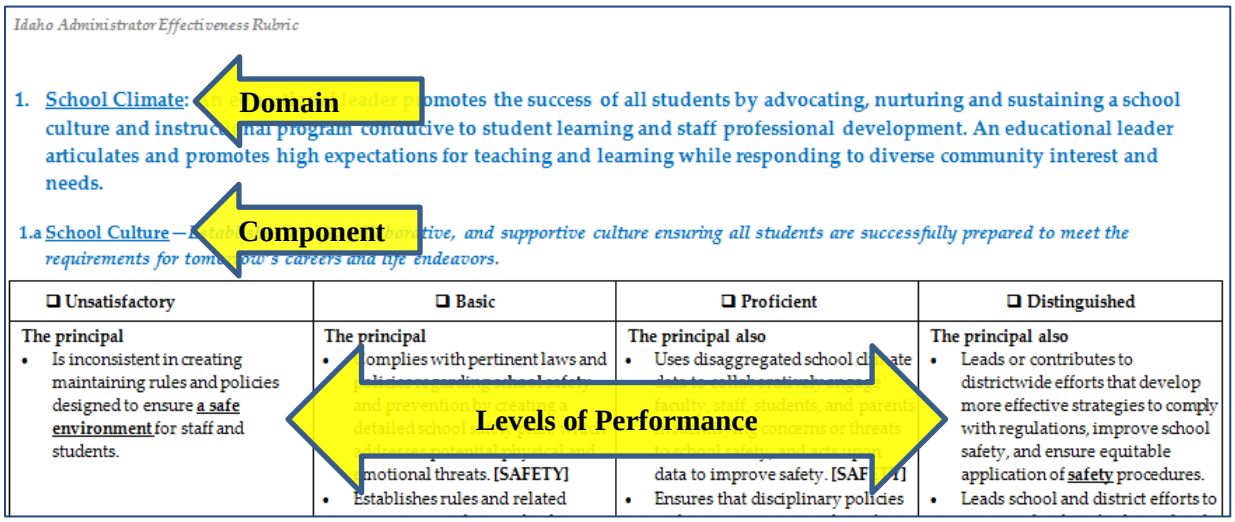
e. Evaluation—Uses teacher and administrator evaluation and other formative feedback mechanisms to improve teacher and administrator effectiveness continuously

f. Recruitment and Retention—Recruits and maintains high-quality staff

Idaho educators created a framework to align specifically to the Idaho Standards for Effective Principals. The Idaho Principal Evaluation Framework reflects elements for each standard, with levels of proficiency provided.

Figure 2 shows an example of the framework with elements identified.

Figure 2. Idaho Principal Evaluation Framework Example



Measures Used

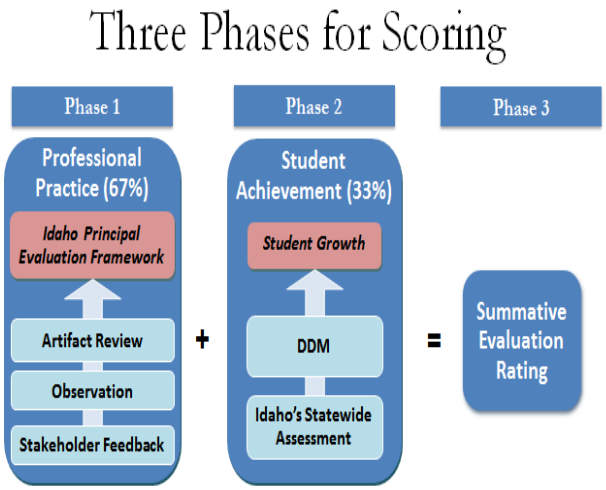
This section summarizes the measures used for evaluation and includes references to the appendices describing each measure in more detail when applicable. Both principals and superintendents can participate in the evaluation process more effectively if they are familiar with the measures it includes.

Measures Used

IDAPA Rule 08.02.02.121 Local District Evaluation Policy – School Principal requires that principal evaluation systems include multiple measures of professional performance and multiple measures of student growth. Measures to be used in Idaho include an artifact review, principal observation, stakeholder feedback, and measures of student growth. These measures are best practices and have been chosen because of their alignment to current principal practices. Principals also will create IPLPs to set goals for professional growth; the plans themselves are not included in the summative evaluation, but artifacts collected for the IPLP also will support determination of a summative rating. The combination and weighting of these measures will result in the summative appraisal and assignment to one of three or four performance categories. All districts must have a minimum of three performance categories: 3—*proficient*; 2—*basic*; and 1—*unsatisfactory*. Districts may choose to have a fourth category, *distinguished*.

Measures Used

- Professional Practice Measures
  - Artifacts
  - Stakeholder Feedback
  - Observations
- Student Achievement Measures
  - Idaho's Statewide Assessment
  - DDM



IPLP

Although not used to calculate the summative rating, the IPLP is nevertheless the foundation of the principal evaluation system. The IPLP is created collaboratively by the principal and supervisor, and it sets forth the principal's overall goals for professional growth. All other practice measures included in the evaluation can be used to support conversations about professional growth between the principal and the supervisor. The IPLP goals will not address every component of the framework, and additional artifacts will be collected to supplement those chosen for the IPLP in order to ensure a full picture of the principal's practice across all components. However, it is the IPLP that grounds reflection on and discussion of areas for

improvement that the principal and supervisor have deemed the most important. Therefore, the IPLP is a powerful tool that can lead to meaningful changes in practice.

See Appendix B. Sample Individual Professional Learning Planand Appendix C for more information about the IPLP.

Professional Practice Measure: Artifacts

An artifact is an authentic document that shows evidence of principal performance as it relates to standards. Artifacts often are used in evaluation to provide evidence of nonobservable aspects of educator practice. Principals create artifacts to lead and manage schools. Therefore, artifacts contain evidence of principals' leadership practice. In the Idaho state model, some artifacts will have been selected to document the principal's progress toward IPLP goals. Additional artifacts will be selected to address components of the framework not addressed by the IPLP. The principal and supervisor should identify artifacts that will provide evidence for all components of the framework.

See Appendix D for a full description of the artifact review process.

Professional Practice Measure: Stakeholder Feedback

Multiple stakeholders have a role to play in a comprehensive evaluation of principal effectiveness. To facilitate this involvement, the Idaho evaluation process uses a survey or other stakeholder feedback as one of the measures for the professional practice portion of the evaluation. This type of survey typically collects data on principal effectiveness from informed stakeholders such as the principal, supervisor, and instructional staff. Other methods of collecting feedback from stakeholders also may be used. Stakeholder feedback is useful in supporting principals' professional growth because it incorporates input from multiple perspectives, including self-evaluative data. This information provides a full picture of principal practice and can provide interesting comparisons among the groups taking the survey. The data collected from stakeholders can be used to guide professional development and facilitate determination of a summative rating.

Suggestions for Collecting Stakeholder Feedback

- Possible stakeholders include parents, students, and community members, as well as supervisors and other school or district personnel.
- Data from a 360-degree survey ideally should be collected twice during the year.
- With a survey, an 80 percent completion rate generally is considered the standard in order for survey data to be meaningful.

Professional Practice Measure: Observation

Observations of principals' work can be an effective tool for documenting and evaluating their impact on the quality of their schools' learning environments. Principal Evaluation Pilot Participants reported that the observation not only provided a good source of evidence on principal practice but also laid a foundation for meaningful conversations and strong feedback.

Feedback on the observation process was strongly positive, both on its use as a part of the evaluation but, more importantly, as a powerful tool for professional growth. Although principals can be observed in many settings, the tool provided by the State Department of Education (ISDE) is the *Principal Evaluator's Manual for the Instructional Feedback Observation*. This observation tool allows principals and supervisors to record information about a principal's performance during an instructional feedback conference. Additional information on training and documentation, including a rubric for use with the observation, are available from the ISDE; to receive this information, contact Lisa Colón, Educator Effectiveness Coordinator at lcolon@sde.idaho.gov.

The model recommends that at least one observation occur before the midyear check-in and that another occur between the midyear check-in and the summative meeting.

Student Achievement Measure: District Determined Measure (DDM)

A DDM is a measure of a principal's impact on student learning within a given interval of instruction—generally a school year. It is a method to incorporate student growth into principal evaluations. A DDM describes part of what principals already do every day to increase student learning and has multiple components, but it centers on a measurable, long-term academic growth goal set at the beginning of the school year for all students or groups of students. For example, a DDM may address an identified need in ninth-grade mathematics or may focus on closing an achievement gap in reading across all grade levels. The focus of the DDM is aligned to school and district priorities and aims at driving improvements in student achievement. A DDM establishes growth targets for students informed by baseline data and student characteristics, and it describes how student progress will be measured during the school year. Ideally, the principal collaborates with teachers so that the DDM for both the teacher and the principal are aligned and support one another.

Appendix E provides an example in a sample form. Appendix F presents a sample DDM form with guiding questions to help write a quality DDM.

One option for the DDM is a Student Learning Objective (SLO). See Appendix G for a description of the SLO process.

Preparation

Both the principal and the supervisor have tasks to complete in preparation for the initial meeting. These include reflection on practice and accessing prior evaluation results and school-level test data.

Stage 1: Preparation

The first stage of the evaluation cycle, which takes place either after the summative meeting or at the beginning of the school year, involves preparation for implementation. To facilitate the initial conversation, both the principal and the supervisor need to have independently begun to reflect and plan for the upcoming cycle. Both parties might consider accessing evaluation data and other documents from the previous cycle to guide goal setting. To prepare for writing the DDM, they also should consider school-level test data. To streamline and focus the initial conversation, the principal should draft the IPLP and DDM and consider the choice of artifacts before the initial meeting so that the meeting itself can focus on revision and finalization. The superintendent will reflect on potential IPLP goals for each principal. The principal and supervisor may work independently or together during the preparation process. The principal and supervisor also might decide to have two or three short meetings or phone conversations to begin developing the IPLP and selecting artifacts and have one longer, face-to-face meeting to finalize the plan.

Checklist for IPLP Goal Development

Principals should…

- Use performance evaluation evidence to identify practice strengths and challenges.
- Reflect on school performance and priorities.
- Draft a specific, measurable, achievable, relevant, and time-bound (SMART) plan.
- Determine how to apply learning to practice.
- Identify outcomes and evidence.
- Meet with supervisor to finalize goals.

Supervisors should…

- Use principal performance evaluation evidence to identify strengths and challenges.
- Reflect on school performance and priorities.

Checklist for Drafting the IPLP

Principals should…

- Submit draft goals to supervisor.
- Incorporate supervisor comments into the IPLP.
- Sign the learning plan.

Supervisors should…

- Review principal performance evaluation evidence to identify strengths and challenges.
- Reflect on principal career path and school direction.
- Contribute to the draft IPLP.
- Meet with the principal.
- Finalize the plan.

Preparing for the IPLP

Developing the IPLP Goals

An IPLP should be a dynamic document that has purpose. It should not be a compliance practice or merely one more thing that principals must add to their already busy, complex daily routine. The IPLP planning process is similar to the individual professional learning plan for teachers. The IPLP provides multiple ways of developing skills and knowledge and allows for differentiation based on principal needs and experiences. Because of this, the IPLP can be a powerful tool for professional growth. This document describes the IPLP procedure and should be used as a training and reference document for principals, their evaluators, and principal coaches. The document also includes forms and implementation tips to implement the IPLP process. Appendix C includes a checklist that may be helpful to principals in preparing for the IPLP. Principals and supervisors may want to refer to the checklist at the initial conversation, as well.

When writing goals, principals and supervisors should consider how the principal can grow to be a better instructional leader, communicator, collaborative leader, and contributor to the school and district. Principals and evaluators should write goals that are both attainable and ambitious; goals should challenge the principal but not be so difficult as to become impossible to reach. Because each principal's growth and career path is unique, principals and evaluators must work together to determine individualized, appropriate goals.

Goals are developed using a three-step process:

1. Identifying strengths and areas for growth through data analysis
2. Writing a SMART plan
3. Identifying professional learning activities and resources to improve identified principal practice

Identifying Strengths and Areas for Growth

As the principal considers strengths and areas for growth, the primary focus should be on principal practice as evidenced by data such as prior observations by supervisors, evaluations from earlier years, or stakeholder feedback, if collected. Principals and supervisors should reflect on the data and the framework and use the information to identify and prioritize areas of leadership strength and areas of need for leadership growth. IPLP goals should address

these areas of need in principal practice. Although the focus is on principal practice and the framework, the principal and supervisor also will consider how a principal's goal could influence teacher and student outcomes. The IPLP goals will focus on the principal's needs for growth, but once these areas for growth have been identified, certain areas may be prioritized if improvements in principal practice in these areas are aligned closely to school or district goals. Principals should evaluate data on schoolwide needs and consider how their personal growth can support schoolwide goals. IPLP goals should focus explicitly on principal practice, but principals will want to consider how their own learning can support the school as a whole. Initial reflections on data do not need to be recorded formally, but principals should draft goals in the "Individual Professional Learning Plan" form (p. 18) in the *Idaho Principal Evaluation Forms and Tools* document. At the initial conversation, principals will collaborate with their supervisors to refine and finalize the goals.

Supervisors also should prepare for the IPLP. Like the principal, the supervisor can review past performance evaluations and other data to identify the principal's strengths and needs for growth. The supervisor also might consider appropriate goals for the principal to facilitate collaboration at the initial conversation.

Questions to Consider When Drafting Goals

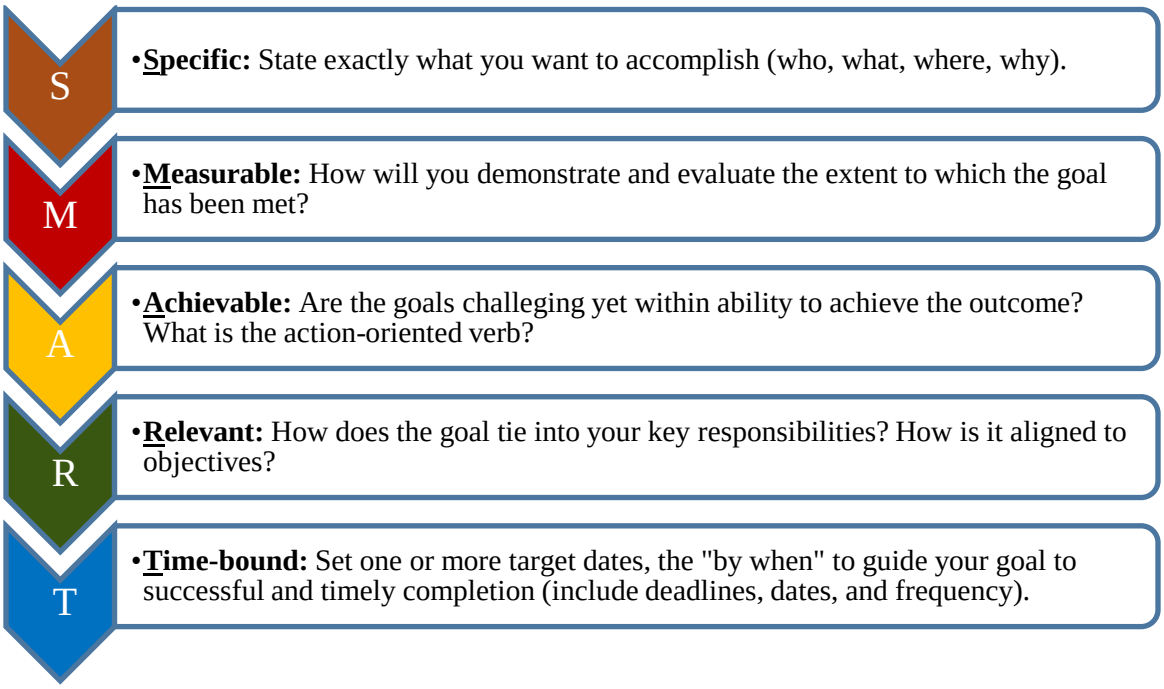
1. On the basis of performance evaluation evidence, which leadership practices or elements were rated most highly? Which strengths are the highest priority, given the principal's background and experience, school or district context, and interests?
2. On the basis of performance evidence, which leadership practices and components were rated lowest? Which challenges are the highest priority, given the principal's background and experience, school or district context, and interests?
3. On the basis of these areas, which seem most likely to have a significant impact on overall school performance? The principal should set goals related to his or her own professional growth, but ultimately the principal's growth should impact the school.

Writing a SMART Plan

All IPLP goals will be based on the principal's areas of need for professional growth. The form used to create the IPLP is designed to ensure that the goals are specific and measurable. The format, based on the concept of SMART goals illustrated in Figure 3 also ensures goals are discrete and measurable, which reduces the guesswork about whether they have been addressed. The goal itself should be focused on the principal's learning and changes in practice rather than on teacher growth or school improvement, and as such should be written in terms of steps that the principal will take rather than as things that teachers or students will do. Note that supervisors are responsible for ensuring principal goals as recorded on the IPLP form meet the criteria for being SMART. During the preparation phase, the principal may want to begin

drafting goals in the IPLP form, which can be found in the *Idaho Principal Evaluation Forms and Tools* document.

Figure 3. SMART Plan



See Appendix C for a checklist that can be used to create IPLP goals.

Preparing for Other Practice Measures: Artifact Selection, Stakeholder Feedback, and Observation

Prior to the initial meeting, the principal should begin to consider artifacts for use with the IPLP and other parts of the evaluation process. Keeping in mind that artifacts should not be created especially for the evaluation process, the principal can reflect on what artifacts can be drawn from her or his existing practice. The principal also may want to compare the possible artifacts with the Idaho Principal Evaluation Framework to determine which artifacts will support assessment of practice best across all components.

Preparation for collecting stakeholder feedback and for the principal observation are typically minimal. Most preparation for these measures occurs at the initial meeting between the principal and the supervisor, as neither activity actually takes place until sometime during the first implementation phase. However, prior to the initial conversation, both the principal and the supervisor might want to spend a few minutes on considerations such as possible dates for an observation, teachers whose feedback conversations might be particularly beneficial to observe, who at the school would be an effective point of contact for the collection of stakeholder feedback, and any other related details that will be discussed at the initial conversation. If, for example, both the principal and the supervisor have checked their calendars for potential

observation dates, the initial conversation will be streamlined, as the participants simply can compare the dates that each has identified already.

Preparing for the DDM

The DDM is one of two performance measures that combine to make up 33 percent of the evaluation. The process of drafting a DDM includes identifying and analyzing baseline and other relevant student data, using it to determine an area of need, and selecting evidence of improvement. Preparation for the DDM falls mostly to the principal. The principal should gather appropriate student data, particularly prior-year test scores, and reflect on what the data suggest as an appropriate area of focus. When possible, the principal should develop the DDM in collaboration with the supervisor, other administrators, or teacher leaders. If the principal wants to draft directly into the "District-Determined Measure" form, it can be found on page 21 in the *Idaho Principal Evaluation Forms and Tools* document.

Supervisors also should prepare for the DDM. This preparation might include meeting with the principal, either in person or by phone, to collaborate on the draft of the DDM. Otherwise, the supervisor might look at school-level data to consider possible goals for the DDM that would be appropriate to the school context.

Additional information on the DDM process can be found in Appendix E and Appendix G; a sample form providing guiding questions to be used in developing each section can be found in Appendix F.

Initial Meeting

At the initial meeting, the principal and supervisor finalize all goals. Relevant forms and guiding questions are found in the *Idaho Principal Evaluation Forms and Tools* document. Parts of this process include the following:

- Finalizing the draft IPLP goals and additional artifacts (see the "Individual Professional Learning Plan" form, p. 18); ensure that the artifacts show the principal's level of performance across time and can address all standards
- Completing the DDM (see the "District-Determined Measure" form, p. 21) on the basis of student data
- Completing the "Initial Conversation Checklist" form (p. 23)
- Planning for the first semester, including observation dates and details for the collection of stakeholder feedback

Stage 2: Initial Conversation

Finalizing the IPLP

The beginning-of-year conference is a time for the administrator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the administrator meet those goals. Successful professional development planning requires thoughtful, honest reflection on leadership effectiveness and performance evaluation evidence. Principals and supervisors should decide carefully what goals should be addressed, how goals can be attained, and what supports should be provided to principals. The IPLP focuses on *improving principal practice*, as described by the Idaho Standards for Effective Principals. The goals set should reflect how the principal can improve, which should involve candid conversation about the principal's prior performance and possible areas of growth. Principals should consider the IPLP an opportunity to focus on their own learning and growth.

The IPLP document should be mostly complete by the time of the initial conversation; when the principal and supervisor meet, they can adjust, revise, and finalize the plan. The meeting is an opportunity for the principal and evaluator to work collaboratively to ensure that the plan includes goals that will address needs related to the principal's improvement, that the professional activities identified are realistic yet challenging, and that the evidence has been identified that will show progress toward and achievement of the goals. The conversation allows the principal to share his or her thinking in choosing the goals, activities, and evidence and allows the evaluator to ask questions, make suggestions, and gain an understanding of the intent of the plan. Principals and superintendents should agree on the artifacts that will be used to show achievement of goals.

Resources might include, but are not limited to, time, funding, access to workshops, materials, access to networks of principals or experts, coaching, additional school visits, or observations. Initial reflections on activities and resources do not need to be recorded formally but will be used to inform the learning opportunities. Target dates for completing each activity, anticipated outcomes, and how the principal will apply the skills are included in the IPLP. Although districts may offer professional development opportunities that overlap the administrator's professional learning goals, the administrator is personally responsible for improving his or her practice and achieving his or her goals. After the principal and evaluator agree the plan is complete, they both sign and date the form. The plan is then implemented throughout the year and is used to guide discussions on progress and supports, especially during the midyear check-in meeting.

The checklist in Appendix C, first used during the preparation stage, also might be used to guide conversation about the IPLP.

Selecting Artifacts

Some districts may choose to have common artifacts for all principals to use in addition to those selected for their IPLP, and other districts may allow all artifacts to be unique to the individual principal. If allowed in the district plan, supervisors and principals should work together to select two to three unique artifacts for review. Whether common or unique, these additional artifacts will be used in conjunction with those selected for the IPLP to provide evidence of the principal's performance across all components in the framework. Artifacts should be work samples that demonstrate ongoing aspects of principal performance and impact rather than ones that provide a snapshot of what the principal did in one specific instance. The artifacts should be selected to provide evidence of a principal's level of performance across time, not to catch a single moment that is exemplary of a principal's greatest strength or need for improvement. The goal of the evaluation is to capture principals' work under normal circumstances, rather than catching them at their best or at their poorest.

Considerations for Selecting Artifacts

- What artifacts are principals already required to submit to the district?
- To what extent does the artifact provide evidence on principal practice, according to the framework?
- How well does the artifact provide evidence of principal performance levels? Will the artifact allow the principal to demonstrate growth?
- How might the artifacts be changed to provide better evidence of principal practice without making them artificial?
- What additional context with regard to the artifact provides important evidence? (For example, will the evaluator need to know how or with whom the artifact is used? Will the principal need to explain follow-up actions taken after the artifact was created?)

The principal and superintendent may want to discuss adaptations that should be made to an artifact to ensure that it will provide clear evidence of a particular practice. However, if these modifications cannot be made without making the artifact creation process cumbersome and artificial, the principal should plan to provide supplemental information through a conversation at the midyear and summative meetings rather than through the artifact itself.

At the initial meeting, the principal and superintendent also might discuss the principal's strengths and needs for growth and how evidence of changes in the principal's practice might be found in the artifacts. Although some of the artifacts will be used in discussion of the IPLP, the artifact review as a whole should contribute evidence pertaining to each Idaho principal evaluation standard; three to five total artifacts that are capable of providing evidence to address all standards will be submitted. The artifacts selected are not intended to be a full portfolio documenting all aspects of the principal's practice, but rather a few key samples that can provide a variety of evidence to support the creation of a summative rating across all standards. It is better to have a few, high-quality artifacts that provide a wide range of evidence than it is to try to identify every artifact that could provide some insight into some aspect of the principal's practice.

In most cases, an artifact taken out of context is not sufficient. Because the artifacts are created in the course of the principal's work, they do not include supplementary information such as the significance of the artifact, the process for developing it, staff response, or how the principal adjusted practice after the artifact initially was created. It is beneficial and may be necessary to use either a conversation protocol that allows principals to explain their artifacts in a review meeting or an explanatory cover sheet for principals to submit along with their artifacts. Although either is possible, the former is more streamlined and allows for an authentic conversation to provide in-depth information about the artifact without requiring additional paperwork.

Additional information about artifact selection and use can be found in Appendix D.

Discussing Stakeholder Feedback Collection

Finally, initial plans should be made for collecting stakeholder feedback. A survey, either purchased from a vendor or created by the district, could be completed by the principals and their supervisors, as well as by all full-time teachers and instructional staff members who have a minimum of eight weeks of experience with the principal at the time the survey is administered. The principal and supervisor can begin by indentifying a point person to manage the survey at the school. They should identify a window for survey administration and set aside time during school for teachers to complete the survey.
A patricularly effective means of assessment is to assemble the full staff and have them complete the survey at the same time, such as at the end of a staff meeting. If this is not possible, another option is to administer the survey in several small groups, such as at subject department- or grade-level meetings. Stakeholder feedback also could be collected from other groups, such as parents, students, or other community members.

If collecting data from school personnel, the principal and supervisor also should collaborate on a plan to ensure full staff participation, particularly if the survey is not completed as a full group. Research recommends that at least 80 percent of staff should complete the survey in order for scores to be considered. If feedback from any stakeholders is to be considered, some consideration should be given to completion rates, even if the 80 percent standard is not maintained. The feedback from a small number of highly motivated respondents does not provide as full or as clear a picture of principal practice or the perception of principal practice as do data from a wider, more representative sample of stakeholders. The school point of contact, principal, and supervisor can send reminder e-mails to teachers or other stakeholders at set

intervals. It is helpful for both the principal and the supervisor to communicate the importance of the survey and its anonimity; the principal also can ensure that participants understand that the survey is intended to be a tool to support growth. The principal can express a belief that the survey is a good way for respondents to provide useful feedback and can set a positive tone to encourage honest responses.

Planning for the Observation

At the initial meeting, the principal and supervisor can outline plans for implementation of the observation. In addition to a tentative date or time frame for this observation, the principal and supervisor may want to discuss which of the principal's meetings with a teacher would provide the most useful information about principal practice. For example, if there is a teacher at the school whose practice is particularly strong or who already has an established working relationship with the principal, a meeting with that teacher might not provide useful feedback. The supervisor and principal should try to identify a teacher conference where the principal expects to face certain challenges or have a conversation that will provide a specific type of evidence. For example, if the principal's goals involve Standard 2a, from the framework, Shared Leadership, the supervisor may want to observe the principal meeting with a teacher being encouraged to take on a new leadership role. The observation could be focused on the principal's goals, DDM, or an area of the overall evaluation for which the principal thinks that additional evidence will be helpful.

Finalizing the DDM

The DDM form is designed to report on all relevant information, and it includes sections identifying strategies to be used and supports needed to reach the goal. Districts may edit the form to reflect differences in how their DDM is implemented. Because most of the DDM form has been completed during the preparation stage, during the initial conversation the principal and the supervisor will discuss and finalize all details of the DDM.

The DDM form can be found in the *Idaho Principal Evaluation Forms and Tools* document (p. 21). Additional information about the DDM process can be found in Appendix E, Appendix F, and Appendix G.

Stage 3: Implementation and Progress Monitoring

A plan is only as good as the level to which it is implemented. Because the plan is intended to improve the principal's practice on the basis of identified needs, implementing it should be part of the principal's day-to-day activities. The implementation of the plan should be ongoing, as opposed to occurring in a rush at the end of the school year.

Principals self-monitor progress to ensure they are on track to complete the activities. Principals who are not on track can identify ways to adjust supports to overcome barriers and continue to make progress. The principal collects information regarding progress to share with the evaluator during the midyear check-in meeting. During the time between finalizing the IPLP and the midyear check-in, the evaluator promotes learning activities and encourages the principal to document progress on goals.

Checklist for Implementation

Principals should…

- Enact the IPLP.
- Apply learning to the school.
- Document learning and application.

Supervisors should…

- Ensure resources are in place for the principal.

Artifacts and other evidence should be created during the year as a natural outcome of the principal's practice, rather than written for performance evaluation purposes only. All artifacts should be submitted to the district central office as a routine part of business and those used for principal evaluation filed for future review. Districts typically create a file for principal evaluation and place duplicates of the relevant artifacts in that file. Many districts assign artifact collection to district support staff to reduce the amount of time principal supervisors must expend.

Principals also take steps to monitor progress toward meeting the DDM. Both independently and collaboratively, they analyze data from available assessments that provide information about student growth, such as interim or benchmark assessments. They determine whether sufficient progress is taking place to meet the DDM goal by the end of the year and address any challenges that arise. For example, the principal may work with grade-level or subject-area teams to support them in adjusting instruction to maximize student growth. They also may use information from formative assessments to guide conversations with individual teachers.

Although there are only three formal meetings, it can be helpful for the principal and supervisor to have informal contact during this stage. This communication can occur through phone calls and e-mails or even additional in-person check-ins. The principal and supervisor should work out means of communication that are convenient for both and provide the principal with support without becoming overwhelming.

Prior to the review, some districts may choose to provide principals access to the artifact file and ask that the principal create an explanatory cover sheet for each artifact. A cover sheet should provide a brief overview, including context, for the artifact; however, a cover sheet should not be too time-consuming to complete and review. If detailed information on an artifact is necessary, it may be more appropriate to gain it through a conversation at the formative or summative meetings. Through a conversation, a principal can explain aspects of the artifact-creation process

that are not visible in the artifact itself. For example, a principal might provide information about how the agenda for a meeting was set in response to feedback from staff or describe how a concern identified by a stakeholder was later used to guide decision making.

It is during this implementation and progress monitoring period that the supervisor should observe the principal as planned during the initial conversation. The supervisor will observe the principal engaged in professional activities that might include providing feedback to a teacher, leading a data conversation, or other activities as determined by the district. The principal and supervisor should work together to confirm or adapt the tentative schedule set earlier in the year. The principal should make sure that the teacher is aware that the supervisor will be sitting in on the conference. If a survey is used to collect stakeholder feedback, it may be administered during this part of the evaluation cycle; however, it may make more sense to wait until after the midyear check-in to allow teachers more time to experience the principal's practice.

Near the end of the first implementation stage, both the principal and supervisor should begin to prepare for the midyear check-in. Both the principal and the evaluator should review evidence related to each measure used in the evaluation. Specifically, the principal and supervisor should do the following:

- Reflect on the IPLP goals and the principal's progress toward meeting the goals. Both the principal and supervisor may want to consider what evidence is available that demonstrates progress toward meeting goals.
- Identify evidence provided by artifacts collected to this point. The principal should determine what additional context is needed to support full understanding of each artifact; this may involve creating a written document or simply planning what to bring up at the midyear check-in.
- Review stakeholder data, if collected, to facilitate discussion at the miyear check-in. The principal and supervisor should be prepared to discuss the implications of the feedback rather than spend time at the meeting looking at the data for the first time.
- Review data relevant to the DDM. The principal and supervisor should determine whether students appear to be on track to meet goals set by the principal. If not, both the principal and the supervisor should consider what additional supports would help the principal modify practice to support teachers and students in meeting the DDM goal.
- Consider a possible formative rating for each component of the framework, if agreed on by the principal and supervisor. At the meeting, the principal and supervisor can use these formative ratings to guide a discussion of the principal's progress toward meeting goals.

Midyear Check-In

The midyear conversation is a chance to check in on progress toward all goals. Participants should do the following:

- Discuss the IPLP and DDM and review artifacts; consider observations and stakeholder feedback, as available.
- Consider what additional supports might be needed for the principal to meet goals.
- Make changes only if goals have been met or if there have been extenuating circumstances.
- Informally discuss implications of current progress for potential summative scoring.
- Complete the first two columns in the "Midyear Check-In and Summative Meeting Checklist" form (p. 26) of the *Idaho Principal Evaluation Forms and Tools* document.
- Begin to plan for the next stage: possible observation dates, details about collecting stakeholder feedback.

Relevant forms and guiding questions are found in the *Idaho Principal Evaluation Forms and Tools* document.

Stage 4: Midyear Check-In

The midyear review is an important opportunity for reflection and additional goal setting. During the conference, both participants may share their initial thoughts about possible ratings and discuss any discrepancies. Then, they can work together to determine appropriate areas for growth for the remainder of the year. This conference also should outline expectations for the summative review, supporting the principal in working toward meeting professional goals. Any ratings discussed at the midyear review are informal and not included in calculations of a summative rating of the principal.

The midyear check-in provides a formal opportunity for the administrator and evaluator to discuss the IPLP, as well as to check in on progress related to the evaluation process.

Checklist for Midyear Check-In

Principals should…

- Add or revise Section 1 of the IPLP.
- Provide and discuss evidence documenting progress toward meeting goals.

Supervisors should…

- Review the IPLP.
- Consider additional learning opportunities to share with the principal.

This meeting will last approximately an hour, although the exact time may vary situationally. The conversation will include a review of evidence that supports achievement of the goals and discussion of the artifact review and observation. If a professional learning goal has been met before the end of the first semester, the administrator should identify a new goal based on the priorities in his or her self-assessment or needs identified by the evaluator.

The meeting also is a time to address any challenges encountered during implementation of either the IPLP or the evaluation process. If there are challenges, the principal and evaluator should work together to solve them. It is extremely important that an honest conversation occurs so that support can be provided to ensure activities are completed and goals are met by the end of the year. Any adjustments needed to the plan or collection of artifacts are determined and documented during this meeting. Modification of the plan should be related to barriers that cannot be overcome, such as training being canceled or a significant change in student needs. If necessary, other modifications may be made, such as adjusting the date for the administration surveys to collect stakeholder feedback. Neither the plan nor any elements of the evaluation should be modified based on the principal's progress toward meeting goals. If the principal is not on track to meet goals, discussions should focus on what changes can be made to the principal's practice or what resources the supervisor has to offer. Targets for the IPLP, DDM, or artifact review should not be adjusted without significant, documented changes in circumstances. The second observation can be planned and tentatively scheduled during this meeting. Finally, the principal and evaluator sign off on completion of the meeting as well as on any changes made to the plan.

At the midyear check-in, the principal and supervisor should address the following:

- Has the principal made progress toward meeting IPLP goals, and is the principal on track to meet goals by the end of the year? If not, what supports need to be added?
- What evidence can be found in each of the artifacts collected so far during the cycle? Does the evidence address all components as predicted? If not, how can artifacts be modified or what additional artifacts should be collected?
- What are the implications of stakeholder feedback, if collected, for principal practice and for a possible summative rating?
- What are the implications of observation data for principal practice and a possible summative rating?
- What progress has been made toward meeting the DDM goal? What changes in practice might the principal make to ensure that the goal is met? Does the principal need additional supports from the supervisor in order to meet the DDM goal?

A more complete set of guiding questions to be used at the midyear check-in can be found in the *Idaho Principal Evaluation Forms and Tools* document, "Guiding Questions" section (p. 11).

Stage 5: Implementation and Progress Monitoring

The progress monitoring and other implementation during this phase is similar to that in Stage 3. The principal and supervisor should continue to communicate about progress toward the goals. Artifacts should continue to be collected in the course of regular work as before. Any activities that have not been completed should be completed during this phase. This work includes any professional development intended to help the principal meet the IPLP goals. The second observation will take place during this period. Finally, this phase may be the most appropriate time for administering a survey, if one is used, to collect stakeholder feedback. Prior to administration, the principal will identify a point of contact at the school to provide an orientation and manage the details of implementation; the supervisor and principal also should be prepared to provide reminders and other encouragement for stakeholders to ensure a high completion rate.

Prior to meeting with the supervisor at the end of the year, the principal informally reflects on the activities, learning, and growth in practice during the school year by using the framework and the evaluation forms in the *Idaho Principal Evaluation Forms and Tools* document as guidance. The principal provides a summative reflection of progress in meeting the IPLP goals that includes evidence of completing the activities, a description of the impact the activities had on principal knowledge and skills, and how the principal is using the knowledge and skills to improve practice to meet student needs. If participation in an activity occurred late in the year and a principal has not had an opportunity to use the knowledge or skills in practice, the reflection could describe how the skills will be used the following school year. This reflection also is an opportunity for the principal to prepare for the final meeting with the evaluator. Principals will submit the written reflection and documentation to the evaluator at least two weeks prior to the summative meeting. As during the first implementation stage, principals and supervisors should do as much preparation as possible prior to their meeting. The summative conference should focus on discussing each measure and the summative rating rather than on looking at data or evidence for the first time.

Summative Meeting

The summative conference is the final opportunity within the cycle for reflection and feedback.

- Discuss the extent to which goals were set and whether goals should be retained or changed for the next evaluation cycle.
- Review all evidence used in creating the summative score; adjust score if appropriate.
- Complete the "Midyear Check-In and Summative Meeting Checklist."
- Consider appropriate goals for the next cycle.

Relevant forms are found in the *Idaho Principal Evaluation Forms and Tools* document.

Stage 6: Summative Meeting

The summative meeting provides an opportunity for the principal and supervisor to come together to sum up all of the work completed together during the year and to bring the evaluation cycle to a close. Both participants should have prepared for this meeting so that the time spent together can focus on colloboration and coming to consensus rather than on reviewing newly collected data.

Checklist for Summative Meeting

Principals should…

- Provide evidence documenting the extent to which goals were met.
- Reflect on growth and prepare to suggest changes to the summative score if appropriate.

Supervisors should…

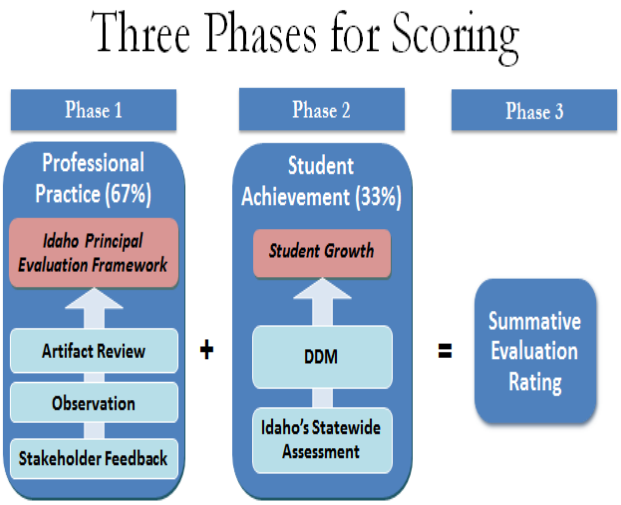
- Determine a summative score to share with the principal.

The process for the summative review is similar to that for the midyear review. The most significant difference is that, at the midyear review, the participants have the option to discuss a possible rating as a formative data point, whereas at the summative review, a rating will be assigned. It is important for the evaluator and the principal to have a meaningful conversation about the artifacts and the evidence they provide. At the summative meeting, the principal provides evidence of growth toward IPLP goals but also evidence of practice related to every component in each domain. All of the elements of the evaluation—the collected artifacts, observation data, and stakeholder feedback and the DDM and growth on the Idaho statewide assessment—should be discussed.

First, the principal and supervisor review the IPLP. They also review the reflection provided prior to the meeting and discuss progress toward the IPLP goals. If, at the end of the year, a professional learning goal is still in the process of being achieved, and the administrator and evaluator feel as though it is important for the administrator to continue working toward the goal, the administrator can keep the same goal for up to one additional year. If, at the end of the second year, the goal still is not met, it should be revised so that the action steps will lead better

to the goal being met (given that the goal remains relevant). The principal and supervisor discuss recommendations for further work or new areas of growth for the upcoming school year.

Next, the principal and supervisor can review each of the practice measures (artifacts, stakeholder feedback, and observations) and each of the growth measures (Idaho statewide assessment results and the DDM). This review can be guided by the "Midyear Check-In and Summative Meeting Checklist" (p. 26). When reviewing evidence from each measure, the supervisor can make notes in the final column of this checklist, indicating what additional evidence has been collected and what summative rating the evidence from each measure suggests. Although the supervisor will arrive at the meeting having made initial determinations for ratings on each component, the principal has the opportunity to present evidence to support changing a score. The supervisor should consider any additional evidence presented by the principal and may want to revise the initial score for one or more components.



Although the result of the summative review will be a part of the proficiency rating for the principal, the review itself also can be an opportunity for identifying successes and needs for ongoing growth. The results of this conversation can be useful to the principal in future goal setting. The district will need to determine exactly how the proficiency rating for the summative review is calculated and combined with ratings on other measures of the full principal review process. In the state model, all indicators are weighted evenly within the professional practice section of the evaluation, and each of the growth measures is weighted evenly within the student growth section. Districts may choose to adapt this weighting within each section.

See Appendix H for examples related to the numerical scoring process.

Summative Rating Process

In the state model, the evaluator will use the framework to determine a summative rating. In this model, each of the 14 components is weighted evenly within the 67 percent of the framework dedicated to professional practice, and each measure—the Idaho statewide assessment and DDM—are assigned an equal weight of 16.5 percent each to total 33 percent. Districts are free to adjust the weightings within the parameters of the framework (67 percent for professional practice and 33 percent for student growth measures). Districts also will be able to adjust the state model's cut scores to attain each level of performance on each student achievement measure. Although districts have some flexibility on how the rating is determined, they will need to arrive at a proficiency level on a 3-point or 4-point scale; IDAPA rule requires at least a 3-point scale, and the state model uses a 4-point scale, which includes an additional level for distinguished practice. These ratings are required by IDAPA rule to be submitted to the state.

Conclusion

With the determination of a summative rating, one evaluation cycle is concluded. The process, however, is ongoing. As one evaluation cycle ends, the next begins. Even during the summative meeting, the principal and supervisor may begin to think about goals for future cyles. The new evaluation cycle may begin almost immediately, before the end of the academic year, or districts may choose to wait until the summer or the fall of a new school year before beginning a new cycle. Regardless of the exact timing, the ongoing evaluation cycles should lead to continuous improvement in principal practice. If used effectively, the cycle will help build supportive and trusting relationships between supervisors and principals; as they gain experience with the principal evaluation process, all participants should develop their capacity to participate in meaningful reflection and thoughtful—and sometimes even difficult—conversations that support professional growth for both participants.

Appendix A. Framework

Idaho Principal Evaluation Framework

Domain 1 – School Climate: *An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.*

1a. School Culture: *Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Is inconsistent in creating maintaining rules and policies designed to ensure a safe environment for staff and students. ☐ Ignores or dismisses conflict ☐ Passively listens to staff and community feedback but relies on his/her personal interpretation. ☐ Barriers continue or are created due to the lack of willingness to collaborate toward improving the school setting.	☐ Complies with pertinent laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats. ☐ Establishes rules and related consequences designed to keep students safe. ☐ Responds to conflict and seeks to resolve it. ☐ Alone or with school leadership team, monitors school climate by gathering data about student and staff perceptions; responds to significant issues after they arise. ☐ Connects appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.	☐ Ensures that disciplinary policies and actions remove students from learning opportunities only as a last resort. ☐ Ensures that staff proactively engages in conflict resolution. ☐ Models and promotes positive school culture. ☐ Actively elicits and uses feedback that measures the school and community perceptions and uses this data consistently to monitor and improve school climate. ☐ Collaborates with all school-level stakeholders in creating opportunities to safely examine assumptions and beliefs, which may serve as barriers to a school culture that embraces diversity in race, language, gender, culture and values.	☐ Collaborates with other school/district leaders to develop more effective strategies to comply with regulations, improve school safety, and ensure equitable application of safety procedures. ☐ Collaborates with other school/district leaders to proactively identify physical and emotional threats and resolve them peacefully. ☐ Reduces conflict in school and district setting by monitoring and promoting a positive school culture encouraging positive engagement between students, staff, and parents. ☐ Systematically elicits feedback from school, district, and community and is explicit in analysis of and refection on data and establishes actions based on data analysis. ☐ Collaborates with other school/district leaders as well as with instructional staff, students, and their families in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as barriers to a school culture that embraces diversity in race, language, gender, culture, and values.

1b. Communication: *Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Doesn't develop a vision for the school or develops a vision for the school with little or no collaboration with stakeholders. ☐ Does not monitor school goals or plans or align them to school programs. ☐ Does not create or support opportunities for departments to communicate or collaborate. ☐ Uses print and/or email but does not use additional technology (e.g., website, social media) for communication to parents or other external constituents. A technology-based communications plan is not available.	☐ When making organizational decisions, refers to and requires others to reference the mission and vision, ensuring all staff know and understand it. ☐ Monitors school goals, programs, and actions. ☐ Facilitates clear, timely communication across the school's departments to support effective and efficient school operations. ☐ Uses print and/or email and intermittently uses additional technology (e.g., website, social media) for communication to parents or external constituents. ☐ Puts in place a technology-based communication plan that shows the timeline for information dissemination.	☐ Ensures that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students. ☐ Adjusts the school improvement plan using data and input from stakeholders to ensure that programs and actions support the school's vision and mission. ☐ Leads school staff in using multidirectional communication strategies and engages stakeholders. ☐ Creates a technology-based communications plan that is based upon community members' technology use preferences and is timed to the school schedule.	☐ Leads, participates in, or advocates for changes to school or district vision and goals based on data to improve performance, school culture, and school success. ☐ Through the use of multiple communication strategies, leads staff, colleagues, and community in creating and monitoring school improvement plans in alignment with the district's initiatives. ☐ Collaborates with staff and community members through the use of multiple communication strategies to increase the effectiveness of internal and external communication. ☐ Leads, participates in, or advocates for the use of technology or the development of technology-use communications plans to increase communication to all stakeholders regarding appropriate information for all stakeholders.

1c. Advocacy: *Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Does not meaningfully involve all stakeholders in the school's activities. ☐ Considers the community separate from the school and overlooks opportunities to engage in the community's various cultures.	☐ Invites community input and inconsistently uses the input to inform decisions. ☐ Provides isolated opportunities for involving the community in school activities.	☐ Consistently seeks and/or creates opportunities that engages the school community in activities that support teaching and learning. ☐ Promotes appreciation and understanding of the community's various cultures by providing opportunities for interaction with the community within the school.	☐ Leads or collaborates on initiatives to bring the community into the school facility to better understand its initiatives, culture, and/or needs. ☐ Proactively engages students, educators, parents, and community partners in building relationships that improve teaching and learning along with other emerging issues that impact district and school planning, programs, and structures.

<u>Domain 2 – Collaborative Leadership:</u> *An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.*

2a. Shared Leadership: *Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Does not use professional learning plans to support staff professional learning. ☐ Provides few advancement or leadership opportunities for staff. ☐ Has not begun to develop and implement shared leadership as part of the process of shared governance.	☐ Through the use of professional learning plans, provides feedback on professional behavior to teachers and other staff and remediates behavior as needed. ☐ Provides staff equal access to opportunities for learning, leadership, and advancement. ☐ Has begun to develop and implement shared leadership as part of the process of shared governance.	☐ Encourages professional growth through the use of a professional learning plan, providing opportunities for individualized professional development. ☐ Creates structured opportunities for instructional staff and other staff to expand leadership. ☐ Effectively develops and sustains a culture of shared leadership as part of the process of shared governance.	☐ Leads, participates in, or advocates for expanding the power of professional learning plans and their use as a tool to create dialog that promotes leaders throughout school and district. ☐ Collaborates with other school/district leaders on how to facilitate structured opportunities for increased shared leadership. ☐ Collaborates with other school/district leaders on how to effectively develop and sustain a culture of shared leadership as part of the process of shared governance.

2b. Priority Management: *Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Does not manage time effectively or prioritize activities. ☐ Does not manage projects successfully, which leads to milestones and deadlines missed. ☐ Lacks systems and processes for planning and managing change.	☐ Prioritizes the use of school time to ensure that some staff activities focus on improvement of student learning; organizes majority of professional time to the school's priorities but may also engage in time wasting activities. ☐ Manages projects using list of milestones and deadlines; impact of	☐ Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning. ☐ Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders. ☐ School staff and other	☐ Coaches or facilitates other leaders in effective use of school time by prioritizing to ensure staff and student activities focus on school priority areas and student learning. ☐ Leads, participates in, or advocates for districtwide efforts to apply project management systems and facilitates systematic monitoring and collaboration with stakeholders.

☐ Cannot use or explain the use of technology to support instruction and learning.	change is sometimes documented. ☐ Establishes clear and consistent process and systems to manage change. ☐ Uses email, but relies on others to facilitate communications and monitoring through the use of technology to support instruction and learning.	stakeholders adhere to established processes and procedures in place to manage and monitor change. ☐ Uses and initiates the use of technology among staff in order to support instruction and learning.	☐ Mentors/Coaches other school leaders in effective, transparent strategies that systematically manage and monitor change while incorporating staff and stakeholders. ☐ Uses advanced features to lead effective use of a variety of technology tools to increase productivity and support instruction and learning.

2c. Transparency: *Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Makes decisions with little or no consultation with stakeholders.	☐ Is transparent with staff about allocation of resources and any expected changes.	☐ Seeks input from stakeholders, and is transparent about decisions by informing stakeholders of purposes and anticipated effects of those decisions.	☐ Anticipates the possible effects of decisions to minimize unintended consequences.

2d. Leadership Renewal: *Principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Does not write or consider a professional learning plan. ☐ Does not engage in professional development opportunities. ☐ Does not use self-reflection or monitoring of goals in measuring professional growth. ☐ Does not address discrimination or intolerance in professional growth, reflection practices, or in the school community. Does not address problems of	☐ Completes a professional learning plan in a timely manner. ☐ Engages in professional development offered to principals by the district. ☐ Meets requirements for self-reflection, evaluating his/her own practice, and discussing feedback with evaluator; adjusts practice as required. ☐ Pursues professional development and training to support efforts in	☐ Seeks throughout the year to improve leadership skills by collaborating with colleagues, pursuing professional development that improves leadership skills, and is incorporated in a professional learning plan. ☐ Uses feedback, surveys, and evaluations to inform personal professional development plans and improves practice by	☐ Leads, participates in, or advocates for district efforts to improve principal professional development that improves leadership skills while incorporating these skills within professional learning plans. ☐ Leads, participates in, or advocates for the use of feedback, surveys, and evaluations that inform professional development and improves professional practice by consistently monitoring progress and making adjustment as necessary. ☐ Leverages opportunities to lead staff and

discrimination or intolerance in the school community.	eliminating discrimination or intolerance in the school	consistently monitoring progress and making adjustments as necessary. ☐ Uses self-reflection and data that is aligned to school and district vision and/or needs. As goals are measured and achieved, leadership skills, school culture, and student learning are improved. ☐ Acts as a role model against discrimination and intolerance and leads professional development/conversations as necessary so that students and staff support efforts to eradicate any of these practices from the school setting.	district to systematically monitor professional development and progress towards goals using self-reflection and data to measure and improve professional skills. ☐ Leads, participates in, or advocates for districtwide efforts against discrimination or intolerance.

2e. Accountability: *Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Is not prepared, is often absent at key meetings, engages in disrespectful behaviors that do not honor others. ☐ Manages fiscal responsibilities in a disordered, irresponsible way. ☐ Engages in illegal or unethical conduct. ☐ Does not understand policies and laws related to school and district. ☐ Cannot describe how technology tools are used to collect, organize or analyze data.	☐ Is prepared, participates in, and is ready to listen to and respect others in planned and unplanned meetings with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings). ☐ As allowed by the district, allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner. ☐ Does not engage in illegal or unethical conduct. ☐ Understands policies and laws related to school and district and	☐ Is prepared, participates fully in, and is ready to listen to and respect others in planned and unplanned meetings. He/she encourages ideas and engages others in meaningful dialogue. ☐ Works with others to modify educational systems, as needed, to increase their effectiveness in using and allocating fiscal, personnel, space, and material resources to meet all students' needs. ☐ Meets the letter and spirit of the law, avoiding both the fact and	☐ Leads and is an example for others concerning preparation for meetings, participation, and respectful behaviors within meetings, while promoting appropriate behavior in meetings and encouraging sharing of ideas and engaging others in meaningful dialogue. Provides meaningful and timely input into the development of district and board policy. ☐ Leads, participates in, or advocates for district or statewide efforts to improve the effective and efficient use of resources, supporting fiscal accountability. ☐ Leads, participates in, or advocates for districtwide professional development

	enforces or complies as necessary. ☐ Encourages staff to use some technology tools to collect, organize and analyze data.	appearance of impropriety concerning illegal or unethical behavior, while expecting students and colleagues to display professional ethical and respectful behavior at all times. ☐ Effectively implements district rules, policies, and laws while enforcing clear expectations, structures, and fair rules and procedures for students and staff. ☐ Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance. ☐ Uses/demonstrates the use of technology tools for data analysis.	concerning illegal or unethical conduct. ☐ Leads, participates in, or advocates for conversations about district rules, policies, and laws while enforcing clear expectations, structures, and fair rules and procedures for students and staff. ☐ Leads colleagues in using a systematic method to routinely study changes to laws and policies to maintain the school's compliance. ☐ Leads, participates in, or advocates for the use of technology tools for data analysis.

Domain 3 – Instructional Leadership: *An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.*

3a. Innovation: *Principal seeks and implements innovative and effective solutions that comply with general and special education law.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Does not support or encourage staff members to refine curriculum, innovate, or improve instruction. ☐ Does not provide opportunities for instructional staff to collaboratively analyze data to support individual students or groups of students.	☐ Inconsistently provides opportunities for staff members to refine curriculum, innovate, or improve instruction OR mandates activities that are not meaningfully connected to staff engagement and/or school needs. ☐ Has begun to engage instructional staff in the collaborative analysis of	☐ Encourages opportunities for instructional staff to routinely engage in techniques to review performance data and student work to refine curriculum implementation and innovation. ☐ Systematically engages instructional staff in ongoing collaborative analysis to plan for	☐ Coaches or mentors others in the use of techniques such as action research to refine curriculum implementation and innovation. ☐ Encourages members of his/her instructional staff to lead district in techniques such as action research projects to refine curriculum and drive innovation. ☐ Leads, participates in, or advocates for a districtwide, systematic collaboration of

☐ Is familiar with local, state, and federal laws and policies. ☐ Has not promoted the use of technology that supports student mastery of the required curriculum.	data to support individual students or groups of students. ☐ Adheres to all local, state, and federal laws and policies and regulations while ensuring activities legally align to the connecting laws, policies, and regulations. ☐ Encourages instructional staff members to have access to some technology, hardware, software, professional learning, and support.	continuous improvement for each student, student group, and subgroup of students and the school as a whole. ☐ Conscientiously and routinely studies changes to laws and policies while collaborating with experts concerning general and special population educational needs of students. ☐ Requires, monitors, and models the use of technology that supports student mastery of the required curriculum.	instructional staff and coaches ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole. ☐ Routinely studies changes to laws and policies and leverages relationships with external agencies, organization, and partners to support collaboration with experts concerning general and special population educational needs ☐ Coaches or leads district leadership in promoting, monitoring and modeling the use of technology to support mastery of the required curriculum.

3b. Instructional Vision: *Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.*			
Unsatisfactory The principal	**Basic** The principal	**Proficient** The principal also	**Distinguished** The principal also
☐ Is not familiar with and has not mapped Idaho's standards or planned for their implementation. ☐ Lacks an instructional vision that includes the process of curriculum alignment, both vertically and horizontally. ☐ Does not have a research-based strategic action plan regarding instruction.	☐ Provides time, space, and opportunities for staff to align curriculum to Idaho standards per district instructional priorities. ☐ Encourages staff to collaborate in the process of curriculum alignment, both vertically and horizontally. ☐ Has shared a research-based strategic action plan regarding how instruction is shared and has clarified roles to enhance organizational alignment.	☐ Leads and collaborates with instructional staff to align the school curriculum and instruction with Idaho standards. ☐ Implements an instructional vision to fully align the curriculum horizontally and vertically with Idaho standards. ☐ Collaborates with instructional staff to create a research-based strategic action plan that ensures instruction is guided and shared and clarifies roles to enhance organizational alignment.	☐ Leads, participates in, or advocates for identification of best practices to align curriculum and instruction to Idaho standards. ☐ Leads, participates in, or advocates for curriculum alignment through a systematic, continuous process to fully align the curriculum horizontally and vertically with Idaho standards. ☐ Leads, participates in, or advocates for a research-based strategic action plan through collaboration with instructional staff that ensures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.

3c. High Expectations: *Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.*			
Unsatisfactory The principal ☐ Communicates the need for using student data for student outcome decision making and monitoring with little to no evidence supporting efforts to actually do so. ☐ Rarely uses techniques to monitor or document that instructional staff use high-impact instructional practices. ☐ Does not engage instructional staff in collaborative efforts to set high standards for learners. ☐ Provides few to no opportunities for staff members to participate in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility. ☐ Conveys an understanding of the integration of research based practices to address the whole child, but provides little evidence to support their use in practice.	**Basic** The principal ☐ Uses student data to monitor student success by identifying students or student groups that may be struggling. ☐ Monitors and documents instructional staff's use of high-impact instructional practices. ☐ Inconsistently engages instructional staff in efforts to set high standards for learners. ☐ Uses benchmarks and rubrics for assessing student work; it is inconsistent across instructional staff. ☐ Uses a wide range of research-based practices to address the needs of the whole child.	**Proficient** The principal also ☐ Uses student growth data to routinely collaborate with instructional staff by identifying critical gaps, and initiates modification of instruction. ☐ Collaborates with instructional staff and incorporates observation to ensure that instructional staff uses high-impact instructional practices. ☐ Collaborates with instructional staff to set high expectations and identify potential barriers to success for all learners. ☐ Consistently uses a systematic process to set and use benchmarks and rubrics ☐ Collaborates with instructional staff including a wide range of specialists to use research-based practices to address the needs of the whole child.	**Distinguished** The principal also ☐ Leads, participates in, or advocates for district-wide efforts to collaboratively measure and monitor student growth data and initiate modifications as necessary. ☐ Leads, participates in, or advocates for district staff in supporting the use of high-impact instructional practices across the district, monitoring effect over time. ☐ Leads school and mentors district colleagues to collaborate with instructional staff to set high expectations and identify potential barriers to success for all learners. ☐ Leads, participates in, or advocates for districtwide effort to use an organized collaborative process to set and use benchmarks and rubrics. ☐ Leads, participates in, or advocates for a comprehensive integration of research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

3d. Continuous Improvement of Instruction: *Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.*			
Unsatisfactory The principal ☐ Cannot provide evidence of proficiency in observation. ☐ Does not encourage professional learning plans with staff and teachers during the evaluation process.	**Basic** The principal ☐ Provides evidence of evaluator proficiency in assessing teacher performance with accuracy and consistency based upon Danielson Framework for Teaching. ☐ Implements professional learning plans with staff and teachers during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of each year.	**Proficient** The principal also ☐ Consistently provides evidence of evaluator proficiency by annually renewing and recalibrating proficiency at assessing teacher performance, based upon Danielson Framework for Teaching. ☐ Consistently and effectively implements professional learning plans for staff and teachers in the evaluative process, ensuring that staff incorporate reflective goal setting practices prior to the school year. ☐ Collects formative assessment and student growth data during the course of the school year, which informs summative evaluation and staff's instructional goals, using a cyclical process to improve instructional practices.	**Distinguished** The principal also ☐ Supports the development in measuring and analysis of district's instructional leaders' proficiency levels based upon Danielson Framework, determined annually and supports professional development (PD) based upon levels of proficiency. Adequately monitors plan implementation. ☐ Supports district leadership staff in using professional learning plans, supporting teachers and staff in incorporating reflective goal setting prior to the year and at year's end.

3e. Evaluation: *Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.*			
Unsatisfactory The principal ☐ Does not adhere to legal state and district requirements for teacher and staff evaluation.	**Basic** The principal ☐ Adheres to legal state and district requirements for teacher and staff evaluation.	**Proficient** The principal also ☐ Provides formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using some data to inform professional development decisions.	**Distinguished** The principal also ☐ Utilizes multiple measures to evaluate staff members and teachers, informing them of the effectiveness of their instruction; uses evaluation results to inform professional development decisions.

3f. Recruitment and Retention: *Principal recruits and maintains a high-quality staff.*			
Unsatisfactory The principal ☐ Has little success in recruiting, selecting, or hiring highly qualified and effective personnel. ☐ Creates a work environment for teachers where staff feels isolated and unvalued. ☐ Has little to no support or ongoing mentoring or coaching in place.	**Basic** The principal ☐ Has had some success in recruiting, selecting, and hiring highly qualified personnel, based on selection process on district policy. ☐ Work environment leads some staff to view themselves as members of a team where efforts are valued by some. ☐ The school has established a mentoring system where teachers meet occasionally, supporting where they can.	**Proficient** The principal also ☐ Actively recruits, carefully selecting and hiring highly qualified and highly effective personnel based on school needs and selection process on district policy. ☐ Emphasis of school environment leads staff to view themselves as members of a team, where staff achievements are consistently celebrated on a regular basis and where members feel valued. ☐ Has established a structured, comprehensive and sustained mentoring or coaching program designed to provide varied and scaffolded supports where new teachers are supported in an individualized mentoring or coaching program.	**Distinguished** The principal also ☐ Leads, participates in, or advocates for district efforts to recruit and retain a highly qualified and highly effective personnel, encouraging diversity in school staff. ☐ Leads, participates in, or advocates for the creation of a work environment for district staff and teachers where they view themselves as members of a school and district team that are harmonious, where staff achievements are routinely celebrated and district and school staff feel valued. ☐ Leads, participates in, or advocates for a districtwide structured, comprehensive and sustained mentoring or coaching program where new teachers are supported in a variety of scaffolded supports, designed to be individualized for the mentoring or coaching participants.

Appendix B. Sample Individual Professional Learning Plan

Name: Belle Principal	Date: August 15, 2014	District and School: Example District	
Goal 1: I will increase my capacity to provide formative and timely feedback to improve teacher instructional practice and effectiveness. Domain and Component (e.g., 2c, 3d): 3d, 3e			
How will your learning increase from achieving this goal? See goal statement.			
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)
I will increase my knowledge of strategies to provide meaningful feedback to teachers. I will gather information from other resources for providing instructional feedback.	Use e-mail, sticky notes, conversations, observation Apps, colleagues	Check point—November 3, 2014 Document: Frequency, vehicle, content, and which teachers (all)	
I will read John Doe's work on providing instructional feedback	*Title*, by John Doe See if there is already a book study	By December 31, 2014	
I will collaborate with other principals to practice providing feedback (role-play, view teaching videos to practice identifying items to discuss, participate in district learning walks and post-conversation).	District administration team, assistant superintendent of teaching and learning, learning walks,	Learning walks every other month Administration team—once per month, view teaching video once per month	
Evidence (How will you know if the goal has been accomplished, and what artifacts will you use to show the goal was accomplished?): Documentation of frequency, specific feedback, survey of staff, and ultimately teaching and learning effectiveness will increase.			

Name: Belle Principal	Date: August 15, 2014	District and School/University: Example District

Goal 2: I will increase my knowledge of schoolwide behavior management strategies that directly and effectively impact tier II behaviors.

Domain and Component (e.g., 2c, 3d): 1a, 3c

How will your learning increase from achieving this goal?

See goal statement.

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)
I will learn the philosophy and strategies employed in *Program Name*	Professional development by Jane Doe—whole school	September 9, 2014	
I will learn about the data management and tracking components in the district's data tracking system.	District administration team workshop on district's data tracking system. John Doe from Another SD—e-mail questions	District training date—not scheduled at this time	
I will learn about other behavior tracking systems. I will collaborate with other principals regarding their effective systems (in district and out of district, Administrator from Another District.	Joe Smith John Doe Another SD	Joe—November 15, 2014 E-mailJohn by October 15, 2014	

Evidence (How will you know if the goal has been accomplished, and what artifacts will you use to show the goal was accomplished?):

Pilot use of system for tracking behavior; run monthly reports.

Appendix C. Principal Evaluation Individual Professional Learning Plan Checklist

1. Reflect.
   - ☐ Principal identifies his or her prior achievements, professional priorities, and learning needs.
   - ☐ Principal reviews Idaho Principal Evaluation Framework.
     - Principal identifies areas of confidence.
     - Principal identifies areas of need for additional learning.
   - ☐ Principal reviews notes or documentation kept on professional practice (i.e., prior evaluations, professional reflections, feedback from colleagues).

2. Establish one to three goals.
   - ☐ Principal develops one to three professional learning goals that are focused on increasing principal learning.
   - ☐ Goals are actionable by the principal.
   - ☐ Goals are established based on specific standards and domains.
   - ☐ Goals reflect principal's self-reflection and areas of need for additional learning.

3. Identify activities and resources that align with the goals.
   - ☐ Activities can be expected to increase knowledge and practice as a principal.
   - ☐ Activities relate directly to principal's goals and rationale for goals.
   - ☐ Principal establishes appropriate timeline for action steps and activities.

4. Evaluate evidence.
   - ☐ Principal describes evidence that will show that goals have been met.
   - ☐ Evidence is specific and shows what the principal will do to increase his or her learning (not the teachers' learning).

Appendix D. Artifact Review Process

The following describes the artifact review process to be used in the Idaho principal evaluation process.

Artifact Review Process Overview

Artifact review works in conjunction with principal observations and stakeholder feedback to assess principals' performance on the Idaho Principal Evaluation Framework. The goals of artifact review are as follows:

- Highlight areas of strength and identify areas in need of improvement in principal practice.
- Improve feedback to principals by providing examples of practice.
- Demonstrate performance on enacting the individual professional learning plan (IPLP).
- Contribute to summative evaluation ratings on the principal evaluation framework.

What Is an Artifact?

An artifact is an object created by people to achieve some intended purpose. Principals create artifacts to lead and manage schools. Therefore, artifacts contain evidence of principals' leadership intents and actions.

Artifacts can be **high density** and **common** among principals in a particular district.

High density: A high-density artifact is one that shows evidence on multiple components. Choosing high-density artifacts minimizes the number of artifacts collected.

Common: A district can choose one or more common artifacts for all principals to submit.

Artifact review saves principals time because they do not have to create new artifacts or identify best examples. By focusing on common artifacts, supervisors can be more consistent with ratings.

Idaho's state-level principal evaluation process model includes three opportunities for principals and supervisors to meet about performance: a goal-setting meeting, midyear check-in, and end-of-year summative meeting. The artifact review is included in each of these meetings. Artifacts will be used to demonstrate evidence of performance on the Idaho Principal Performance Standards.

Artifacts are selected at the beginning-of-the-year meeting. If possible, artifacts are reviewed at the midyear check-in as a formative assessment. The summative meeting includes all artifacts collected in the formative cycle. Each principal should submit between three to five artifacts, although it is more important to ensure that the artifacts provide evidence of all of the components.

Logistics

The operational side of collecting artifacts should be determined at the district level and should be communicated to principals prior to the beginning-of-the-year meeting.

- What, if any, are the common artifacts principals must submit?
- How should artifacts be submitted? E-mail? Web-based repository (i.e., Dropbox)? Hard copies?
- Who will collect and manage the artifacts at the district level?

Selecting Artifacts

Perhaps the most critical aspect of developing an artifact review process involves selecting artifacts for inclusion in the process. Artifacts should be work samples that demonstrate principal performance and impact that have been chosen for the quality of evidence provided on a standard, rather than selection of an artifact that is particularly exemplary of best practice. The goal of the evaluation is to capture principals' work under normal circumstances, rather than catching them at their best or their worst.

Artifacts should be carefully chosen for (a) alignment with the Idaho Principal Evaluation Framework and (b) the quality of evidence provided. The recommendation is to submit three to five artifacts that are capable of providing evidence to address all or as many components as possible.

Prior to launching the annual principal evaluation cycle, district central office staff, principal supervisors, and principals should determine if there will be any common artifacts collected. The "Initial Conversation Checklist" chart on page 23 of the *Idaho Principal Evaluation Forms and Tools* document will allow principals and supervisors to identify artifacts that will show evidence of implementing the IPLP. Principals and supervisors will then determine if those artifacts show evidence of other components and then decide whether any additional artifacts are needed to show evidence on any remaining components.

Possible artifacts for consideration include the following:

Domain 1: School Climate

- Newsletters
- Messages sent out to community
- Faculty meeting agendas and minutes
- Records of school observations or walk-throughs
- School improvement plans

Domain 2: Collaborative Leadership

- School leadership meeting agenda, minutes, observation
- School leader note or journal of team leadership meetings
- Teacher daily schedules
- Unit lesson plans
- Data consultation pages
- School improvement plans

Domain 3: Instructional Leadership

- School improvement plans PLC agendas
- Materials from principal-led professional learning sessions or PLCs
- Completed observations and/or evaluations, observation calendar, teacher/staff individual professional learning plans

This list is not exhaustive, and principals and supervisors may find that certain artifacts on the list do not provide strong evidence of certain standards or components. During the selection process, the principal and supervisor should evaluate potential artifacts in close consideration with the framework; the conversation may involve a side-by-side comparison of the artifact with the domains and components along with a discussion of how or whether the artifact provides evidence of each component. If a particular artifact provides the best evidence of progress toward professional goals but can be linked only to a limited number of components, it may be used, but it is important that the other artifacts selected clearly address the other components.

Collect

Artifacts should be created during the year as a natural outcome of the principal's practice, rather than written for performance evaluation purposes only.

Analyze and Discuss

Supervisors will analyze artifacts at the midyear and summative conversations. At the midyear check-in, the principal and supervisor will discuss whether the artifacts are providing evidence as they had intended it to. This conversation is a formative look at the artifacts to ensure they demonstrate the normal principal practice. The process for the summative review is the same as for the midyear review. It is important for the evaluator and the principal to have a meaningful conversation about the artifacts and the evidence they provide. Although the end result of the summative review will be a part of the proficiency rating for the principal, the review itself should be an opportunity for identifying successes and needs for ongoing growth. The results of this conversation can be useful to the principal in future goal setting.

Appendix E. Sample District-Determined Measure

Goal Statement		
90% of all students in Grades 3–6 with a pre- and postassessment will meet or exceed projected growth as established by mathematics assessment data by May 2015		
Context		
Subject/Department	Mathematics	
Grade/Student Population	**Grade**	**Student Population**
	3rd, 4th, 5th, and 6th	3rd = XX students 4th = XX students 5th = XX students 6th = XX students
Pre- and Postassessment	Fall mathematics assessment data (include the name of the assessment) Spring mathematics assessment data (include the name of the assessment)	
Interval of Instruction	**Preassessment Date**	**Postassessment Date**
	September 2014	May 2015
Selected Standards	Idaho Core Mathematics Standards	
Pre- and Postassessment Proficiency Level	proficiency rating: Basic, Proficient, and Advanced (based on the assessment)	

Baseline Data or Historical Data/Trends	Review of 2013–14 mathematics assessment data Fall 2014 data available after September 30, 2014	
Strategies for Attaining Goal	Minimum of 60 minutes math intervention instruction per week in each grade level 3–6 Implementation of Idaho Core Mathematics Standards (district mathematics curriculum—name curriculum) Participation in districtwide grade-level meetings—monthly	
Support	Technology department—Wi-Fi and enough bandwidth for math assessment online without crashing the system	
Evidence of Achievement	*How do you know that your goal has been met?* May 2015—The data will show whether students have grown by the projected growth. Review of math data after May 2015 administration of the assessment—compare fall to spring data for actual growth compared with projected growth.	
Review Periods	**Midyear**	**End of Year**

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

Appendix F. Guiding Questions for District-Determined Measure

<table>
<tr><th colspan="3">Goal Statement</th></tr>
<tr><td colspan="3">What is your goal for student growth, and how did you arrive at this goal? Is the learning goal focused on the development of students' deepening understanding of specific content and skills and not on an assessment score or performance target? Is the goal specific and clearly measurable? Does it demonstrate educator's knowledge of students and content? Does it address students' needs? Does the goal meet or exceed standards of practice? Does it reflect baseline data? Content? School or district goals? Is it challenging and attainable?

Are statements specific? Is the expected performance of students established and differentiated? Do all students have a target? If not why not? Are there tiers? Is there an explanation for tiers?</td></tr>
<tr><th colspan="3">Context</th></tr>
<tr><td>Subject/Department</td><td colspan="2"></td></tr>
<tr><td rowspan="2">Grade/Student Population</td><td>Grade</td><td>Student Population</td></tr>
<tr><td></td><td>Which students will be included in this district-determined measure (DDM)? Number? Course(s)? Grade level(s)? Subgroup(s)? Relevant factors that may impact growth? Who is excluded and why?</td></tr>
<tr><td>Pre- and Postassessment</td><td colspan="2">How will you measure the amount of learning that students make? What assessment(s) or other evidence sources will be used to measure whether students met the goal? What type of assessment or evidence is it, and how are results reported? How are multiple assessments combined?
Why is this evidence the best for determining whether students met the goal? Does it meet district guidelines for quality assessments for DDM purposes? For example: Are the assessments and rubric or scoring criteria aligned to the concept(s) identified in the goal statement such that the goal statement is fully covered? Are the assessments aligned to the targeted depth of knowledge? Fair and unbiased? Is there enough stretch? Are the directions presented in a straightforward manner for a range of learners? Does the rubric or scoring criteria have clear descriptors that are coherent across all performance levels? Do they include clear expectations of student performance that progress from one level to the next? Are appropriate progress-monitoring assessments identified that will allow for adjusting or differentiating instruction?</td></tr>
</table>

Interval of Instruction	**Preassessment Date**	**Postassessment Date**
	Does it match the length of the course/school year?	*Does it provide adequate time for complexity?*
Selected Standards	*Which academic concepts and skills are students expected to learn? Which student behaviors are expected to change? Which content standard(s) is/are targeted? Is the concept or set of concepts aligned to the standards? Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, or be necessary for the next level of instruction?* *Does the content align to a cognitively rigorous depth of knowledge? Is it meaningful to students in a way that can be assessed through engaging learning situations throughout the course/year, such as through a demonstration or performance assessment?* *Is the content able to be taught throughout most of the units of study in this course/class? Can it be realistically taught and learned within the designated amount of time considering other content expectations?*	
Pre- and Postassessment Proficiency Level	*What sources of data did you examine in selecting this DDM? Are there test scores from prior years, results of pre-assessments, or similar information? Is this specific and disaggregated? Are there subgroups? Are there numbers or percentages?*	
Baseline Data or Historical Data/Trends	*Do baseline data provide evidence of student learning that measure the prerequisite knowledge and skills necessary for the concepts identified in the goal statement? Are students' strengths and weaknesses identified? Is there a clear connection between strengths, weaknesses, and baseline data? Is this specific and disaggregated? Are there numbers or percentages? Are there subgroups? Are the data sources appropriate to use to establish and differentiate starting points and student groups?*	

Plan and Review		
Strategies for Attaining Goal	*What **leadership** strategies, new or existing materials, or other resources will best support the student achievement goals set forth in this DDM and teachers' instructional methods and needs? Are these specific enough? Are they general or are there concrete examples? Do they target specific groups of students? Will you differentiate? How? Is there a justification? Are benchmark assessments aligned to the assessment(s) used in the DDM? If tools are mentioned (e.g., checklists, rubrics), are they attached?*	
Support	*What professional development opportunities will best support the student achievement goals set forth in this DDM? What other types of supports do you need in order to support the student achievement goals specified in this DDM? What other types of supports will you provide teachers? Is the DDM specific enough? Is it general or are there concrete examples? Is it realistic, feasible? Who plays what role? Is there a justification?*	
Evidence of Achievement	*How do you know that your goal has been met?*	
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.

Appendix G. Example of District-Determined Measure Process: Student Learning Objectives

Definition of Student Learning Objectives

Student learning objectives (SLOs) are one method to integrate student growth into principal evaluations and can serve as the district-determined measure (DDM). They have multiple components but are centered on a measurable, yearlong academic growth goal that is set at the beginning of the school year for all students or groups of students. They demonstrate the principal's impact on student learning. SLOs establish growth targets for students informed by baseline data and student characteristics, and they describe how student progress will be measured during the school year.

SLOs describe part of what principals already do every day to increase student learning. They leverage that work and make it more systematic and well documented. As she/he normally does, the principal defines thoughtful learning goals for her/his students to pursue; she/he will closely monitor progress throughout the school year and adjust leadership and supports accordingly. This way, students will have the greatest opportunity to learn and grow, which will result in a higher SLO score.

Stage 1: Preparation

The SLO design process is collaborative—the principal and her/his supervisor are encouraged to discuss the content of the SLO and the steps in this stage before the official beginning-of-year conversation.

To best understand the academic needs of her/his students, gaps in student knowledge or skills, and challenging and reasonable growth targets, the principal reviews baseline and trend student performance data such as end-of-year data from the previous school year and pretests from the current school year if already available. This review includes data that indicate where students start and how much they can reasonably be expected to grow in one school year with excellent leadership and instruction. The principal also reviews student characteristics that may affect student growth. She/he identifies the subject area(s) of focus based on student needs in terms of learning and skills and aligned with school or district priorities; she/he selects assessments and measures of evidence of student progress; and she/he sets student learning outcome targets based on data from the selected measures. She/he also reviews any information that is relevant to address all the components of an SLO (for a possible list of components, refer to the SLO template in the document *Idaho Principal Evaluation Forms and Tools*).

The SLO may target the whole school or a group of students. For example, the principal may write an SLO for mathematics in all the tested grades and subjects or one for English language learners or another group that is a priority of the school or district.

The principal selects one or more tools to measure growth at the beginning and end of the school year—traditional assessments, projects, portfolios, and performances as relevant. Some tools will

track student progress throughout the school year. Measures should be of high quality, as defined by the district.

The principal sets a growth target for all students. The target may be the same for all students if there is a single target that is challenging and feasible for all students within a school year and with available time and resources; targets within an SLO also may be tailored. For example, the students may be divided into three groups based on their baseline data and characteristics, where each group is expected to grow by a different amount. The principal will take care to set a growth target rather than an achievement target. For example:

"All students in this subject and grades will grow by 35 points/percent by the end of the school year."

"Students who scored at Level 1 on the preassessment will score at least 50 out of 100 on the postassessment. Students who scored at Levels 2 or 3 on the preassessment will score at least 65 out of 100 on the postassessment. Students who scored at Level 4 on the preassessment will score at least 85 out of 100 on the postassessment."

The principal documents in the SLO—or prepares to document in the conversation with her/his supervisor—why she/he made each decision.

Finally, the principal reviews the SLO for quality, using a checklist (see the example in the *Idaho Principal Evaluation Forms and Tools* document).

Stage 2: Initial Conversation

The principal and her/his supervisor review and discuss the SLO during the beginning-of-year conversation. The supervisor approves the SLO or provides feedback for improving it until it can be approved. If Stage 1 was collaborative, the pair will likely be in agreement by the time of the initial conversation.

Stage 3: Implementation and Progress Monitoring

After the SLO is approved, the principal starts to formally collect student progress information and implement the leadership strategies described in the SLO. The principal is responsible for collecting and organizing documentation, including the approved SLO and evidence of progress, in a way that is easy for her/him to reference and for the supervisor to review. The collection and analysis of data will continue throughout the school year to monitor student progress toward targets.

Stage 4: Midyear Check-In

Progress toward the SLO goal will be one focus of the midyear check-in. The principal and supervisor agree on changes to leadership strategies that may be necessary to meet the evolving needs of students and teachers. The principal reflects on her/his strengths and weaknesses and identifies areas where she/he may need additional support, such as observing another principal or collaborating with a mentor.

Stage 5: Implementation and Progress Monitoring

The principal continues to monitor student progress and implement and adjust leadership strategies.

Stage 6: Summative Meeting

At the end of the school year, the principal meets with her/his supervisor to review student progress and assign the SLO a rating based on student growth compared with targets. The pair reflects on student learning outcomes and how future professional development might support continued learning and growth. They examine end-of-year data, discuss what worked and what did not, and identify available resources and directions for the following year.

Student Learning Objective Scoring Process

When all student progress data are in, the principal and supervisor can score the SLO, following a process designed collaboratively at the beginning of the school year. They can create a spreadsheet that reports, for each student, the baseline score, growth target, and final score and whether each student met his or her target as described in the SLO.[5] The spreadsheet can be programmed to calculate the percentage of students who met their target, which will determine the rating. The Idaho State Department of Education provides the following table as an example to make this determination.

District-Determined Measure			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
40% or less 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.

Important Consideration

To be fair to the principal, the SLO rating should not reflect unexpected occurrences out of the control of the principal that can affect student growth during the school year. The principal and supervisor may consider such occurrences at the beginning of the school year and devise a plan for addressing them. For example, a number of students who are unexpectedly chronically absent during the school year may not meet their target because they were not in school to benefit from leadership and instruction, which will lower the rating of the SLO in a way that does not reflect the principal's impact on student learning. Such situations will be particularly important to

[5] See, for example, the SLO Scoring Template from the Ohio Department of Education: http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/120612-SLO-scoring-Template-Sample.pdf.aspx

consider in small schools or in the case of an SLO based on small group of students, where a few students not meeting their targets could dramatically change the rating of the SLO.

The principal and supervisor may set an attendance threshold by defining the minimum amount of time students are expected to attend for the principal's leadership to affect their learning growth. This threshold could be a number of days or weeks in the school year. At the end of the school year, the percentage of students who meet their goal is based on students who have met the attendance target only. The threshold is set at the beginning of the school year. The goals of this component of the evaluation are to describe one aspect of a principal's job, give her/him credit for her/his successes, and identify supports to promote her/his professional growth. Well-designed SLOs accomplish these goals by supporting what principals already do, focusing them more on student learning; connecting good leadership practice, student learning, and professional growth; increasing data and evidence use; and, ultimately, boosting student success.

Appendix H. Scoring Examples

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
	Distinguised = 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**
40% or less 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.