

ANNANDALE PRINCIPAL EVALUATION PROCESS

The framework for the principal evaluation process involves an annual evaluation as a part of a three-year cycle of performance improvement. “The Evaluation of Minnesota’s School Principals”, developed by MASA, MESPA, MASSP, and BOSA for Minnesota’s School Principals has been adapted and modified for the Annandale principal evaluation process. The intended purpose of the principal evaluation process is to focus on continuous professional development and to assess the principal’s performance in relation to Minnesota’s K-12 Principal Competencies; these competencies have been regrouped as Performance Measures in *The Evaluation of Minnesota’s School Principals*, developed by MASA, MESPA, MASSP, and BOSA.

In the first year of the cycle, a full evaluation will be conducted using the *Annandale Principal Evaluation: Assessment & Goal Setting*, the results of which will set the stage for ongoing performance reviews in the subsequent Years 2 and 3. Continuous growth is the central objective of an evaluation process over time. During Years 2 and 3, principals will set two goals using the *Annandale Principal Evaluation: Assessment & Goal Setting*. These goals will serve as contract goals. Principals will set one goal based on student outcome data. This growth plan will outline goals developed by both the principal and the supervisor that are targeted at desired elements of the Performance Measures.

Unless the supervisor has significant concerns about unsatisfactory performance, the principal will take the lead in conducting the evaluation process through the use of introspection and reflection as well as by gathering input from the various stakeholders with an interest in the leadership of the school. The evidence gathered by the principal is intended to provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on the Performance Measures. That evidence, coupled with a similar analysis conducted by the supervisor, will comprise the substance of the evaluation.

All principals will enter into the professional growth plan component of the cycle in Years 2-3 unless the supervisor has determined that significant concerns exist regarding the principal’s overall performance. Upon identification of significant concerns regarding overall performance, a principal will engage in a remediation plan. A growth plan will be written for and with a principal in need of remediation, and will necessarily be more directive in nature and include specific elements for targeted improvement identified on behalf of the principal by the supervisor.

Evaluations will be conducted following the schedule outlined below. The Superintendent will conduct evaluations of all principals.

Year 1: Evaluation of Five Performance Measures

Year 2: Professional Growth Plan – Continuous Improvement

Year 3: Professional Growth Plan - Continuous Improvement

ANNANDALE PRINCIPAL GROWTH & EVALUATION PROCESS

Prior to Start of School	January-February	May-June
<p>Pre-Planning by Principal</p> <ul style="list-style-type: none"> ● Review of data and previous evaluations ● Reflection and self-assessment ● Goal setting – professional growth and individual school performance <p>Goal Setting Conference</p> <ul style="list-style-type: none"> ● Discussion of previous evaluations and professional growth priorities ● Approval of performance goals and action planning 	<p>Mid-Year Supervisor</p> <ul style="list-style-type: none"> ● Discussion of progress professional growth and performance goals ● Discussion of Performance Measures ● Review of interim performance goals data 	<p>End-of-Year Summative Review</p> <ul style="list-style-type: none"> ● Goal results and evidence review ● Summative performance measures ratings ● End-of-year conference Growth Plan ● Self-direct plan, jointly developed plan, or improvement plan
<p>Plan Implementation and Evidence Collection Collection of Stakeholder Feedback – Survey Administration Feedback Conversations Based on Multiple Observations, Targeted Development Activities, and Evidence</p>		

**ANNANDALE PRINCIPAL EVALUATION
ASSESSMENT & GOAL SETTING**

Principal: _____

Evaluator: _____

School: _____

School Year: _____

Instructions for principals:

- I. For each indicator of leadership practice, please mark yourself from 1 to 4, as follows:
Use rubrics for descriptions of indicators
 1. This indicator is a significant challenge for me.
 2. I am sometimes effective on this indicator.
 3. I am consistently effective on this indicator.
 4. I am consistently effective and can teach others how to be effective on this indicator.
- II. Add supporting evidence and reflections on your ratings.
- III. Summarize your areas of strength in the practice of leadership.
- IV. Summarize up to two areas of growth in the practice of leadership. Describe your growth goal in each area, the strategies you will undertake to grow, any resources or support that you need associated with that goal, and the target date for accomplishing your goal.
- V. Describe the performance goals you want to set for your school that are beyond the performance goals and targets established by the district. Name the area of concern, include a description of current conditions, identify a performance goal, and identify the activities you will undertake in pursuit of this goal, along with the resources to be used for those activities and the target date for completion.

Instructions for evaluators:

- I. Review principal's self-assessment.
- II. Comment on professional growth goals and school performance goals, indicating areas of agreement and any needed changes.
- III. Conference with principal to review self-assessment and comments. Agree on professional growth goals and school performance goals.

PERFORMANCE MEASURE 1 Mission and Vision	4	3	2	1
A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission and high, measurable expectations that prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.				
B. Articulates a vision and helps develop implementation strategies, for change that results in measurable achievement gains for all students including closing achievement gaps.				
C. Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.				
D. Establishes rigorous, concrete goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.				
E. Builds a strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.				
Evidence and reflection in support of the ratings:				

PERFORMANCE MEASURE 2 Instructional Leadership	4	3	2	1
A. Facilitates the development of a shared vision and school culture for effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.				
B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.				
C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improves learning and closes identified gaps.				
D. Facilitates reflective practice, inquiry and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.				
E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, are job-embedded, and are based on the school's learning needs.				
Evidence and reflection in support of the ratings:				

PERFORMANCE MEASURE 3 Human Resources	4	3	2	1
A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.				
B. Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.				
C. Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.				
D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth				
E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation and/or removal of nonperforming staff members.				
Evidence and reflection in support of the ratings:				

PERFORMANCE MEASURE 4 Professional and Ethical Relationship	4	3	2	1
A. Demonstrates and communicates values, beliefs, and attitudes that make the well- being and academic success of all students the basis for all decision making.				
B. Models appropriate personal, professional, and ethical behavior that is respectful, fair, enhances the image of the school and the profession and inspires others to higher levels of leadership and performance.				
C. Employs conflict resolution and problem-solving strategies in a wide variety of situations and circumstances.				
D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively				
E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.				
F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.				
Evidence and reflection in support of the ratings:				

PERFORMANCE MEASURE 5 Resource Management	4	3	2	1
A. Distributes leadership responsibilities, shares decision-making and daily supervises ongoing management structures and practices to enhance teaching and learning.				
B. Improves organizational performance by making appropriate, and sound use of time, technology, management strategies and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.				
C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.				
D. Manages the organization, operations and resources to promote student success and maintain a safe, efficient and effective learning environment.				
E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies and available resources that are focused on and result in improved student achievement.				
Evidence and reflection in support of the ratings:				

AREAS OF STRENGTH

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AREAS FOR PROFESSIONAL GROWTH

Indicator			
Explanation			
Growth Goal			
Strategies	Resources Needed	Target Date	
Evaluator Comments:			

AREAS FOR PROFESSIONAL GROWTH

Indicator			
Explanation			
Growth Goal			
Strategies	Resources Needed	Target Date	
Evaluator Comments:			

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SCHOOL PERFORMANCE GOAL		
Area		
Current Condition		
Performance Goal		
Strategies	Resources	Target Date
Evaluator Comments:		

SCHOOL PERFORMANCE GOAL		
Area		
Current Condition		
Performance Goal		
Strategies	Resources	Target Date
Evaluator Comments:		

The principal and evaluator will sign the Self-Assessment for to indicate that the professional growth goals and school performance goals have been shared and discussed.

Evaluator: _____ Date: _____

Principal: _____ Date: _____