Round One
PRINCIPAL PERFORMANCE REVIEW
AND
EVALUATION SYSTEM

2011-12 School Year
Bend-La Pine School District
Principal Performance Review and Evaluation System

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Guiding Mission and Development History

Leadership matters.

In difficult times, leadership matters even more.

These two simple statements are supported by extensive research in the field of education, as well as in other leadership areas (e.g., Elmore, 2004; Heifetz & Linsky, 2002; New Leaders for New Schools, 2009).

District leaders in the Bend-La Pine Schools embrace this fact, yet admit that supervision and evaluation of building principals has not historically been a priority. Nor has the district systemically instituted professional learning programs to build the understanding and skills of building leaders.

During the 2010-11 school year, as part of the district’s participation in the CLASS Project, a team of building and district leaders, along with teacher leaders, examined the district’s previous practices in principal evaluation. They studied current research on the topic and systems from other districts, as well. The team adopted the priorities for school leaders identified in Stanford’s School Leadership Study (Davis et al., 2005):

1) Developing a deep understanding of how to support teachers;
2) Managing the curriculum in ways that promote student learning; and
3) Developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

In order to develop school leaders who can effectively achieve these priorities, it was clear we needed to reshape our system of training, supervising, and evaluating administrators. We also believed our work on principals’ development needed to fit tightly with our new teacher evaluation system. Finally, we were committed to creating a system of support, rather than a notebook of documentation that would sit on a shelf and do little to inform principals’ work. What follows is our first attempt to accomplish these goals. We recognize that any system will undergo constant refinement, because that is the nature of the work.
CLASS Project Principal Effectiveness Team

Tammy Doty, co-chair
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Stephanie Bennett
Lisa Birk
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Dan Jones**
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Mark Molner
Lora Nordquist
Karen Stiner**
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*members of other CLASS Project committees who assisted the team
**CLASS Project co-leaders

References


Standards for Principal Evaluation

1. Cultural Competency and Equity
   The principal is able to make decisions that benefit all students and staff with respect to equity in accessing education and professional development.

2. Commitment to Ongoing Success
   The principal has highly effective people in the right positions (teachers, team leaders, etc), who are committed to the schools mission, vision and ultimately, the success of the students.

3. School Improvement Process
   The principal, with stakeholders, collaboratively develops a school improvement plan, which includes data-driven goals, progress monitoring, professional development and a schedule that supports the plan.

4. Task Management
   The principal is able to prioritize tasks, and in a timely manner, get them accomplished. The principal has effective systems to help plan and organize the tasks.

5. Communication with Stakeholders
   The principal communicates effectively with students, staff, families and the community. The communication is in a variety of formats, is respectful and informational.

6. Content and Behavioral Expectations
   The principal ensures that all staff is a part of developing and practicing positive and clear behavioral and academic goals and expectations.

7. Data Based Collaboration
   The principal sees that all teams (grade level, content specific, data, EBISS, etc) use specific and meaningful data to inform instruction and set goals to meet all students needs.
8. **Professional Development**
   The principal seeks out professional development that is current, explores best practices and supports effective teaching practices all in an effort to build instructional proficiency for the principal and the staff.

9. **Support and Supervision**
   The principal supervises instruction, consistently visiting classrooms and following up with the staff regarding meaningful feedback to support the classroom instruction and climate.

10. **School Culture**
    The principal fosters an environment that is inviting, positive, professional, where staff, student and parental input is valued and growth is celebrated.

11. **Resource Support and Compliance**
    The principal can find and create supports available to maximize student achievement and staff growth.

12. **Professional Partnerships**
    The principal is able to manage the business of the school tapping into external partnerships in the district and community.
### Cultural Competency and Equity

- The Principal is able to make decisions that benefit all students and staff with respect to equity in accessing education and professional development.

The Cultural Competency and Equity Standards are embedded throughout this Rubric and are reflected below in italicized font.

<table>
<thead>
<tr>
<th>Domain: Element</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Improvement Necessary</th>
<th>Does Not Meet Standards</th>
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</table>
| Commitment to Ongoing Success                                                   | *Recruits a strong leadership team that reflects the diversity of the staff and develops its skills and commitment to the school vision and mission.*  
*Masterfully wins over staff members resistant to change.*  
*Fosters a sense of urgency and responsibility among all stakeholders for achieving ambitious annual goals for each student’s success.*  
*Has highly effective people in all key roles and is able to entrust them with maximum responsibility.*  
*Key teams independently meet on a regular basis and take responsibility for productive agendas.* | *Recruits and develops a leadership team that reflects the diversity of the staff with a balance of skills.*  
*Actively engages with resistant staff members to invest in vision/mission.*  
*Builds ownership and support among stakeholders for achieving annual goals for each student’s success.*  
*Delegates appropriate tasks to competent staff members and checks on progress.*  
*Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.* | *Enlists one or two like-minded colleagues to provide advice and support.*  
*Manages resistance, low expectations, and fear of change.*  
*Presents the annual goals to stakeholders and asks them to support it.*  
*Minimal delegation of tasks to others.*  
*Principal needs to initiate key team meetings.* | *Works alone with little or no support from colleagues.*  
*Is discouraged and immobilized by staff resistance, fear of change, and low expectations.*  
*Little or no involvement of stakeholders in design and implementation of annual goals.*  
*Does not delegate tasks to others.*  
*Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.* |

Possible Sources of Evidence:
- Agendas and/or minutes from team meetings
- School Culture Survey
- Leadership Expectations/ Goals
- Observational Data
- Other Evidence
<table>
<thead>
<tr>
<th>Domain: School Improvement Process</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Improvement Necessary</th>
<th>Does Not Meet Standards</th>
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</thead>
<tbody>
<tr>
<td>Possible Sources of Evidence:</td>
<td>● Involves stakeholders in determining the school’s strengths and weaknesses including the performance of specific student subgroups.</td>
<td>● Carefully assesses the school’s strengths and areas for development weaknesses including the performance of specific student subgroups.</td>
<td>● Makes a quick assessment of the school’s strengths and weaknesses.</td>
<td>● Is unable to gather much information on the school’s strengths and weaknesses.</td>
</tr>
<tr>
<td>SIP with associated Action Plan</td>
<td>● Collaboratively creates a comprehensive results-oriented, research-based, action plan with annual goals including targeted goals for specific student subgroups.</td>
<td>● Gets input and writes a comprehensive action plan for the current year including targeted goals for specific student subgroups.</td>
<td>● Writes an action plan that is not research-based and accountable.</td>
<td>● Does not develop a new plan for current year.</td>
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<tr>
<td>Sampling of student schedules</td>
<td>● Regularly tracks progress toward annual goal achievement through data and feedback loop.</td>
<td>● Periodically measures progress and listens to feedback.</td>
<td>● Occasionally focuses on data and encourages staff to improve.</td>
<td>● Does not focus on data and achievement.</td>
</tr>
<tr>
<td>Data from subgroups</td>
<td>● Ensures appropriate professional development and/or system changes based on student and staff needs.</td>
<td>● Suggests professional development to staff and considers system changes.</td>
<td>● Explores strategies that might improve achievement.</td>
<td>● Does not implement strategies that improve student achievement.</td>
</tr>
<tr>
<td>Observations and Conversations</td>
<td>● Collaboratively creates an equitable schedule that maximizes learning for all, teacher collaboration, and smooth transitions.</td>
<td>● Creates a schedule that meets student learning and teacher planning needs.</td>
<td>● Creates a schedule with flaws that negatively affect student learning and/or teacher planning needs.</td>
<td>● Creates a schedule with inequities and technical flaws that impair student learning and/or teacher planning.</td>
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<tr>
<td>Copy of current schedule</td>
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<tr>
<td>School Culture Survey</td>
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<td>Site Council meeting minutes</td>
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<td>Parent/ Student Survey</td>
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<td>Observational Data</td>
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<td>Other Evidence</td>
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<td>Domain: Element</td>
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<tr>
<td><strong>Task Management</strong></td>
<td>● Plans for the year, month, week, and day getting the highest-leverage activities done.</td>
<td>● Plans for the year, month, week, and day keeping the highest-leverage activities front and center.</td>
<td>● Comes to work with a list of tasks to accomplish that day but is often distracted from completing them.</td>
<td>● Does not accomplish tasks for completion each day.</td>
</tr>
<tr>
<td><strong>Possible Sources of Evidence:</strong></td>
<td>● Has an effective system for capturing key information, remembering, prioritizing and following up.</td>
<td>● Writes down important information, remembers, prioritizes, and usually follows up.</td>
<td>● Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.</td>
<td>● Trusts his or her memory to retain important information, but often forgets and drops the ball.</td>
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<td>● Time-wasting activities and crises are usually prevented or deflected.</td>
<td>● Is effective at preventing and/or deflecting many time-wasting crises and activities.</td>
<td>● Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.</td>
<td>● Finds that large portions of each day are consumed by crises and time-wasting activities.</td>
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<td></td>
<td>● Deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.</td>
<td>● Has a system for dealing with e-mail, paperwork, and administrative chores.</td>
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<td>● Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school’s mission.</td>
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<tr>
<td>Communication with Stakeholders</td>
<td>● Effectively communicates goals and expectations to all constituencies using a variety of channels.</td>
<td>● Uses a variety of means (e.g., face-to-face, newsletters, translated newsletters, websites) to communicate goals to others.</td>
<td>● Has limited communication repertoire and some key stakeholders are not aware of school goals.</td>
<td>● Stakeholders are unclear about policies and directions due to ineffective communication.</td>
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<td></td>
<td>● Staff agrees on expectations for management procedures and discipline.</td>
<td>● Staff members know expectations for management procedures and discipline.</td>
<td>● Periodically reminds teachers of policies on management procedures and discipline.</td>
<td>● Is constantly reminding staff what they should be doing in management and discipline.</td>
</tr>
<tr>
<td>Possible Sources of Evidence</td>
<td>● Frequently solicits and uses feedback and help from representative staff, students, parents and external partners.</td>
<td>● Regularly reaches out to representative staff, students, parents, and external partners for feedback and help.</td>
<td>● Occasionally asks staff, students, parents, or external partners for feedback.</td>
<td>● Never reaches out to others for feedback or help.</td>
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<td>● Makes all families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.</td>
<td>● Makes all parents feel welcome, listens to their concerns, and tries to get them involved.</td>
<td>● Reaches out to parents and tries to understand when they are critical.</td>
<td>● Makes little effort to reach out to families and is defensive when parents express concerns.</td>
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<td>● Informs parents of monthly learning expectations and specific ways they can support their child’s learning.</td>
<td>● Sends home information on the grade-level learning expectations and ways parents can help at home.</td>
<td>● Sends home an annual list of grade-level learning expectations.</td>
<td>● Does not send home the schools’ learning expectations.</td>
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<td>● Orchestrates productive and culturally appropriate student/parent/teacher communication in which parents and students get specific suggestions to improve their overall school success.</td>
<td>● Sends home a periodic school newsletter (translated) and asks teachers to have regular channels of communication of their own.</td>
<td>● Suggests that teachers communicate regularly with parents.</td>
<td>● Leaves parent contact and communication up to individual teachers.</td>
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<td>● Works to maximize the value of student/parent/teacher communication.</td>
<td>● Makes sure that report cards are filled out correctly and provided to all parents.</td>
<td>● Provides little or no monitoring of the report card process.</td>
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*Possible Sources of Evidence:*
- Sharing goals in meetings (staff, leadership, Site Council, PTA, etc.) throughout the year
- PBS team yearly plan (or similar student management plan), is consistently used throughout all areas of the school
- Feedback can be collected through Surveys, newsletters, parent meetings and used to make informed decisions
- Survey parents and provide multiple opportunities for them to participate
- Collect newsletters
- Survey question to parents and communicate expectations to staff
- Observational Data
- Other Evidence
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<td>Content and Behavioral Expectations and Goals</td>
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<tr>
<td>Possible Sources of Evidence:</td>
<td>• School Improvement Plan</td>
<td>• Student Handbook</td>
<td>• Staff Survey results</td>
<td>• Behavior Incidents (major/minor) recorded in any Student Information System</td>
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<td></td>
<td>• Positive Behavior &amp; Instructional Support (PBIS) yearly goals, action plan &amp; evaluation (Elementary &amp; Middle Schools)</td>
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<td>• Gets staff buy-in for clear, school wide student-behavior standards, routines, and consequences.</td>
<td>• Urges grade-level/subject teams to set measureable student learning goals for the current year.</td>
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<td>• Ensures that staff is skilled in positive discipline as well as sensitive at handling culturally appropriate student issues.</td>
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<td>• Urge staff to demand good student behavior, but allows different standards in different classrooms.</td>
<td>• Does little to build teachers’ skills in classroom management.</td>
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<td>• Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.</td>
<td>• Tells teachers exactly what all students should know and be able to do by the end of each grade level.</td>
<td>• Organizes workshops and suggests articles and books on classroom management strategies for all learners.</td>
<td>• Tries to deal with disruptive students but is swamped by the number of problems.</td>
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<td>• Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals for all students, with exemplars of proficient work.</td>
<td>• Works with grade-level and subject-area teams to set measureable student goals for the current year.</td>
<td>• Deals quickly with disruptions to learning and looks for underlying causes.</td>
<td>• Does not provide historical test data to teachers.</td>
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<td></td>
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<td>• Sets expectations for student behavior and establishes school wide routines and consequences.</td>
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<td>• Urges teachers to imrove student achievement, but without measureable outcome goals.</td>
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<td>• Often tolerates discipline violations and enforces the rules inconsistently.</td>
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<tr>
<td>Data-based Collaboration</td>
<td>• Ensures that all teams use summative data from the year before and fresh diagnostic data, including subgroup data to plan instruction.</td>
<td>• Provides teacher teams with previous-year test data, including subgroup data and asks them to assess students' current levels.</td>
<td>• Refers teachers to previous-year test data as a baseline for current-year instruction.</td>
<td>• Does not provide historical test data to teachers.</td>
</tr>
<tr>
<td>Possible Sources of Evidence:</td>
<td>• Ensures that all teacher teams give high quality, aligned common formative assessments.</td>
<td>• Orchestrates common interim assessments to monitor student learning several times a year.</td>
<td>• Suggests that teacher teams give common interim assessments to check on student learning.</td>
<td>• Does not insist on common interim assessments, allowing teachers to use their own classroom tests.</td>
</tr>
<tr>
<td>Minutes of collaborative meetings with building Leadership Team, PLCs, etc., specific to data analysis</td>
<td>• Orchestrates high-quality, low-stakes data/action team meetings after each round of assessments.</td>
<td>• Monitors teacher teams as they analyze interim assessment results and formulate action plans.</td>
<td>• Suggests that teacher teams work together to draw lessons from the tests they give.</td>
<td>• Does not see the value of analyzing tests given during the year.</td>
</tr>
<tr>
<td>Evidence of attendance at PLC meetings</td>
<td>• Gets data meetings engaged in a no-blame, test-in-hand search for root causes and hypothesis testing.</td>
<td>• Asks that data meetings go beyond what students got wrong and delve into why.</td>
<td>• Suggests that teachers focus on the areas in which students had the most difficulty.</td>
<td>• Does not exercise leadership in looking for underlying causes of student difficulties.</td>
</tr>
<tr>
<td>Mini Observation Documentation</td>
<td>• Gets teams invested in following up assessments with effective and differentiated re-teaching, tutoring, and other interventions.</td>
<td>• Insists that teams follow up each interim assessment with re-teaching, differentiation and remediation.</td>
<td>• Suggests that teachers use interim assessment data to help struggling students.</td>
<td>• Does not provide time or leadership for follow-up after tests.</td>
</tr>
<tr>
<td>PLC team goals &amp; high leverage strategies and action plans</td>
<td>• Uses data on grades, attendance, behavior and other variables to monitor and drive continuous improvement toward goals.</td>
<td>• Monitors data in several key areas and uses them to inform improvement efforts.</td>
<td>• Monitors attendance and discipline data to inform decisions.</td>
<td>• Keeps an eye on attendance and suspension rates.</td>
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<td>Evidence of PLC processes</td>
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<td>Domain: Professional Development</td>
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<td><strong>Possible Sources of Evidence:</strong></td>
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<tr>
<td>● Lists of resources provided to staff</td>
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<td>● Calendar of professional learning activities</td>
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<td>● Documentation of staff and principal participation in workshops and training</td>
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<td>● Staff needs assessments</td>
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<td>● Staff surveys and reflection activities</td>
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<td>● Site Council Minutes</td>
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<tr>
<td>● Observational Data</td>
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<tr>
<td>● Other Evidence</td>
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- **Highly Effective**
  - Ensures active pursuit of current professional literature and routinely explores best practices in order to build instructional and cultural proficiency for principal and staff.
  - Orchestrates aligned, high quality coaching, workshops, school visits and other professional learning activities based on staff and school needs.
  - Gives teacher teams the training, facilitation and resources they need to make their collaborative work time highly effective.
  - Ensures that all teachers have high-quality curriculum materials and ongoing training on using these to meet the needs of all learners.

- **Effective**
  - Encourages the staff/principal to stay current on professional literature and explores best practices in order to build instructional and cultural proficiency.
  - Organizes aligned, ongoing coaching and training based on staff and school needs.
  - Provides teacher teams with facilitators so collaborative work time is focused and substantive.
  - Ensures that all teachers have appropriate curriculum materials and training on using these to meet the needs of all learners.

- **Improvement Necessary**
  - Occasionally passes along interesting articles and ideas to colleagues.
  - Provides conventional staff development workshops to teachers.
  - Has teacher teams appoint a leader to chair meetings and file reports.
  - Works to provide appropriate curriculum materials in literacy and math.

- **Does Not Meet Standards**
  - Rarely reads professional literature or discusses best practices.
  - Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
  - Leaves teacher teams to fend for themselves in terms of leadership and direction.
  - Provides teachers with little or no support with curriculum materials.
<table>
<thead>
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<tbody>
<tr>
<td><strong>Support and Supervision</strong></td>
<td>● Recruits and hires highly effective teachers who share the school’s vision.</td>
<td>● Recruits and hires effective teachers who share the school’s mission.</td>
<td>● Hires teachers who seem to fit his or her philosophy of teaching.</td>
<td>● Makes last-minute appointments to teaching vacancies based on available candidates.</td>
</tr>
<tr>
<td>Possible Sources of Evidence:</td>
<td>● Ensures that teachers collaboratively design and implement high quality, aligned and differentiated units of instruction.</td>
<td>● Asks teacher teams to cooperatively plan differentiated curriculum units following a common format.</td>
<td>● Occasionally reviews teachers’ lesson plans but not unit plans.</td>
<td>● Does not review lesson or unit plans.</td>
</tr>
<tr>
<td>• PLC meeting notes</td>
<td>● Visits an average of 3-5 classrooms daily and gives helpful, fact-to-face and feedback to each teacher within 24 hours.</td>
<td>● Visit an average of 1-2 classrooms daily and gives helpful feedback to most teachers within 24 hours.</td>
<td>● Tries to get into the classrooms but is often distracted by other events and rarely provides feedback.</td>
<td>● Only observes teachers in annual or bi-annual formal observation units.</td>
</tr>
<tr>
<td>• Grade-level unit plans and/or curriculum maps</td>
<td>● Routinely engages in meaningful conversations with all teachers to help them improve.</td>
<td>● Often engages in meaningful conversations with most teachers to help them improve.</td>
<td>● Rarely engages in meaningful conversations with most teachers to help them improve.</td>
<td>● Does not engage in meaningful conversations with most teachers to help them improve.</td>
</tr>
<tr>
<td>• Mini-observation logs</td>
<td>● Provides targeted redirection and consistent support to teachers who are not proficient.</td>
<td>● Provides redirection and support to teachers who are not proficient.</td>
<td>● Criticizes struggling teachers but does not give them much help improving their performance.</td>
<td>● Shies away from giving honest feedback and redirection to teachers who are not performing well.</td>
</tr>
<tr>
<td>• Staff surveys/staff feedback</td>
<td>● In meetings, has teachers discuss results, learn best strategies, and build trust and respect.</td>
<td>● Uses meetings to get teachers sharing strategies and becoming more cohesive.</td>
<td>● Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.</td>
<td>● Rarely convenes staff members and uses meetings for one-way lectures on policies.</td>
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<tr>
<td>Domain: Element</td>
<td>Highly Effective</td>
<td>Effective</td>
<td>Improvement Necessary</td>
<td>Does Not Meet Standards</td>
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| School Culture | ● Ensures smooth, friendly student entry, dismissal, meal times, transitions, and recesses.  
● Ensures a campus that is inviting to all, effective and creative use of space, and a clean and safe environment.  
● Promotes and exhibits positive and professional relationships with and among staff, as well as shared commitment to the school’s mission.  
● Routinely solicits and encourages professional and honest feedback regarding his/her own leadership and acts based on this feedback.  
● Staff’s frequent celebration and ownership of measurable student gains demonstrate sense of efficacy and high morale.  
● Publicly celebrates kindness, effort, service, improvement, and school pride. | ● Promotes orderly student entry, dismissal, meals, class transitions, and recesses.  
● Promotes a campus inviting to all, effective and creative use of space, and a clean and safe environment.  
● Promotes professional relationships with and among staff.  
● Willingly accepts professional and honest feedback regarding his/her leadership and usually acts based on this feedback.  
● Shares student, classroom and school wide gains to help build the staff’s sense of efficacy and promote high morale.  
● Praises student achievement and works to build school spirit. | ● Intermittently supervises student entry, dismissal, transitions, and meal times.  
● Works with staff to keep the campus clean and safe, but there are occasional lapses.  
● Promotes professional relationships with and among staff.  
● Reluctantly accepts feedback regarding his/her leadership and usually acts based on this feedback.  
● Occasionally shares student, classroom and school wide gains.  
● Praises well-behaved students and good grades. | ● Rarely or poorly supervises student entry, dismissal, and common spaces.  
● Does not adequately supervise campus cleanliness and safety needs.  
● Fails to model professional relationships with and among staff or to hold staff accountable for professional interactions.  
● Rejects or is unaware of professional criticism.  
● Takes credit for improvements in school performance.  
● Rarely praises students and fails to build school pride. |
| Possible Sources of Evidence:  
● PBIS data  
● Posting of Universal Expectations  
● Student supervision schedules  
● Staff survey and feedback  
● Safety committee minutes  
● Public displays recognizing student and staff accomplishments  
● Parent/Student surveys and feedback  
● Observational Data  
● Other Evidence |
<table>
<thead>
<tr>
<th>Domain: Resource Support and Compliance</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Improvement Necessary</th>
<th>Does Not Meet Standards</th>
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<tbody>
<tr>
<td>Possible Sources of Evidence:</td>
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<tr>
<td>- District and State deadlines are met</td>
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<td>- Staffing, schedules, and budgets reflect the priorities of the school strategic plan</td>
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<td>- School has a systematic approach to respond to student needs (EBISS, CARE, etc.)</td>
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<tr>
<td>- Observational Data</td>
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</tr>
<tr>
<td>- Other Evidence</td>
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<tr>
<td><strong>Highly Effective</strong></td>
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<tr>
<td>- Fulfills all compliance and reporting requirements to maximize opportunities for student achievement and staff growth.</td>
<td>Fulfill all compliance and reporting responsibilities to the district and other external agencies.</td>
<td>Meets minimum compliance and reporting responsibilities with occasional lapses.</td>
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<tr>
<td>- Procures all available human and financial resources to support the school’s mission and strategic plan.</td>
<td>Is effective in bringing additional human and financial resources into the school.</td>
<td>Occasionally accesses additional funds or resources.</td>
<td>Has difficulty complying with district and other external agency requirements.</td>
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<tr>
<td>- Is highly effective getting counseling, mentoring, and other supports for high-need students.</td>
<td>Identifies struggling students and works to get support services to meet their needs.</td>
<td>Tries to get crisis counseling for highly disruptive and troubled students.</td>
<td>Is resigned to working with the standard school budget.</td>
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<tr>
<td>- Provides effective safety-net programs for all students with inadequate support.</td>
<td>Provides safety-net programs for most students without adequate support.</td>
<td>Provides ad hoc, occasional support for students who are inadequately supported.</td>
<td>Focuses mainly on discipline and punishment with highly disruptive and troubled students.</td>
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<tr>
<td><strong>Effective</strong></td>
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<td><strong>Improvement Necessary</strong></td>
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<td><strong>Does Not Meet Standards</strong></td>
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<td>Professional Partnerships</td>
<td>● Anticipates and manages bureaucratic, contractual, and legal issues so they never detract from teaching and learning.</td>
<td>● Manages bureaucratic, contractual, and legal issues efficiently and effectively.</td>
<td>● Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.</td>
<td>● Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.</td>
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<td></td>
<td>● Builds relationships with district and external groups to support the school.</td>
<td>● Gets input from stakeholders when making decisions and gives reasons for decisions if solicited.</td>
<td>● Is appropriate and professional with district and external staff but does not enlist their active support.</td>
<td>● Neglects building relationships with district and external staff and does not have their support.</td>
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<td></td>
<td>● Collaboratively makes decisions with the involvement of stakeholders when appropriate.</td>
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<td>● Does not include stakeholders in decision-making but give reasoning behind decisions made.</td>
<td>● Makes decisions with little or no communication to stakeholders.</td>
</tr>
</tbody>
</table>

**GOALS:**

1. ___________________________________________________________________________________

2. ___________________________________________________________________________________

3. ___________________________________________________________________________________

**PRINCIPAL INITIAL:**                           **DATE:**                       **SUPERVISOR INITIAL:**                           **DATE:**
Components of an Administrative Performance Review and Evaluation

1. The Administrator will turn in a **Goal Setting Form and Growth Plan** by September 15th.

2. The Administrator’s Supervisor will make **5 observational visits** throughout the year. The visits will focus on the conversations and deliverables outlined in the Annual Timeline.

3. **All staff will complete the district survey** that focuses on the effectiveness of the principal in meeting the Performance Standards.

4. **Parents will be given the opportunity to complete a district survey** that focuses on the school culture, communication, student achievement and overall management.

5. An Administrative Review Team (see Review Team definition), Supervisor and Administrator will meet to conduct a **Performance Review Conference** focusing on the survey data.

6. **Student achievement and experience data** will be reviewed between administrator and supervisor.

7. The Administrator will fill out a **self-reflection** that focuses on the Administrators Goals and Growth Plan.

8. A **Summative Performance Review Conference**, which will reflect on all 7 pieces above, will happen with the Supervisor and Administrator.

Note: For Administrators who are in an Improvement Cycle, additional sources of evidence, as outlined in the Performance Rubric, may be requested by the Supervisor.
Bend-La Pine Schools: Principal Evaluation System
Annual Timeline
DRAFT JUNE 16TH, 2011

This timeline includes bi-monthly site visits and observations by the principals' supervisors, recognizing that probationary principals may need additional support. (Thus, over the course of an academic year, principals' supervisors will directly observe the principals at work in their school settings at least SIX times.)

August/September
- **Deliverables:** classroom observations of probationary teachers by principal and supervisor, finalized goals and school action plans shared with staff and supervisor (by September 15th).
- **Conversations with supervisor:** strategies and timelines for grade-level or content-area action plans, school's professional learning needs for the year.

October/November
- **Deliverables:** goal setting completed with certified staff (by October 15th), classroom observations, progress report on mini-observations.
- **Conversations with supervisor:** early indicators of struggling students-what interventions are in place, ideas about parent involvement/communication, progress of probationary teachers and need for support, employees of concern and possible moves to improvement cycle, work of instructional leadership team.

December/January
- **Deliverables:** mid-year reflection on professional goals and school action plans, classroom observations, progress report on mini-observations.
- **Conversations with supervisor:** needs for mid-year schedule adjustments, progress of probationary teachers and need for support, employees of concern and possible moves to improvement cycle, work of grade-level or content-area teams, budget expenditures to date.

February/March
- **Deliverables:** principal effectiveness/school climate survey(s) for staff/students/parents, certified evaluations, internal reviews (second-year probationary principals only), classroom observations, progress report on mini-observations.
- **Conversations with supervisor:** student performance and experience data review, processes for developing next year’s improvement plan, schedules for end-of-year assessments, summative evaluations of staff, staffing and scheduling for next year.
April/May
• **Deliverables**: self-reflections, classified evaluations, classroom observations, progress report on mini-observations.
• **Conversations with supervisor and review team***: review of principal effectiveness/school climate survey, staffing and scheduling for next year, budget expenditures to date & plans for next year, student performance and experience data, action plans for next year.

June
• **Deliverables**: summative evaluations of principals, survey on supervisors’ performance, drafts of goals and school action plans for next year.
• **Conversations**: professional development needs for school and principals for next year.

*School review team’s role and information about selection are included in the principal evaluation handbook.*
Goal Setting and Growth Plan

As part of the Bend-La Pine Administrative Performance Review, each Bend-La Pine administrator will be required to set goals and develop a plan for meeting those goals. This part of the review is called “Goal Setting and Growth Plan.”

The Goal Setting and Growth Plan is due to the administrator’s supervisor by September 15th of each school year. However, the initial data gathering, discussions and information used to set goals (achievement data, survey data, self-reflection, etc) will start happening towards the end of the previous year (May-June).

The goals are designed to help guide the administrator to becoming the most effective leader he/she can be in moving a school forward in academic achievement, while growing a positive and productive school climate.

The administrator should choose no more than three goals.
## GOAL SETTING AND GROWTH PLAN (One Page Per Goal)

<table>
<thead>
<tr>
<th>GOAL</th>
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<tr>
<th><strong>Strategy/Strategies</strong></th>
<th><strong>Evidence of Implementation</strong></th>
<th><strong>Evidence of Impact</strong></th>
<th><strong>Resources</strong></th>
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<tbody>
<tr>
<td>What evidenced-based strategy will be implemented?</td>
<td>What evidence do you have that what you planned to do is going to be done?</td>
<td>What evidence do you have that the change you wanted has occurred? (evaluation?) How will you measure this impact?</td>
<td>What will you need for implementation?</td>
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Administrators: Growth Cycle

Completes Yearly Goal Setting Process by Oct. 15
- Finalized personal goals, school improvement plan, professional development activities, and budget.
- Review of administrator performance evaluation rubric
- Collection of certified and classified goals
- Observation of probationary teachers
- Mini-observation status report
- Supervisor conducts joint classroom observation with administrator and provides feedback.

Mid-year Supervisor Meeting by end of January
- Review certified observation data
- Administrator/Supervisor review goals and professional growth activities
- Discuss employees of concern
- Professional development reflection and update
- Budget review.
- Progress monitoring of student achievement.

Spring Supervisor Meeting by end of April
- Review of survey results with Principal Performance Review Team
- Initial discussion of goals for the following year

End of Year Supervisor Meeting by middle of June
- Administrator Reviews Professional Goal Setting
- Growth Plan
- Documentation of professional growth activities
- Self reflection on Performance Review Rubric
- Mini-observation documentation and data
- Staffing and scheduling for next year
- End of the year student achievement data and student experience data

By end of June
- End of year summative evaluation meeting with supervisor
Administrators: Improvement Cycle

**Improvement Cycle**
- With supervisor, review rubric focusing on areas of concern
- With supervisor, create targeted goal(s), action plan, timeline of achievement, and how goal(s) will be documented.

**Evidence of Progress**
- Meeting with supervisor to discuss progress on goals
- Adjust timeline if needed
- Review documentation of progress

**Successful**
- Return to Contract Growth Cycle and monitor

**Unsuccessful**
- NON-RENEWAL
Appendix (to come)

i. Copy of Evaluation Form that Administrator’s Supervisor fills out
ii. Self Reflection Forms
iii. Copy of Survey questions that will be given to staff (and students in secondary schools)
iv. School Improvement Plan Template
v. Teacher Mini-Observation Forms