Virgin Islands Department of **EDUCATION**

U.S. VIRGIN ISLANDS
Principal Evaluation Guidebook

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U.S. Virgin Islands Principal Evaluation Guidebook

July 2015

Contents

Government of the United States Virgin Islands

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August 31, 2015

Dear U. S. Virgin Islands Principal:

During the past few years, the U. S. Virgin Islands Department of Education (VIDE) has been prioritizing our work to improve our education system at all levels by implementing the three state priorities: Improved Student Achievement, Positive Organizational Culture, and Teacher and Leader Effectiveness. With your input and continued support, we continue to move forward with initiatives such as the Common Core State Standards in English Language Arts and mathematics, the Next Generation Science Standards, the Virgin Islands Curriculum Frameworks, and Common Core assessments that will ensure that our students graduate prepared for college and careers.

As a principal, you strive every day to build an environment that will prepare our students for success in college and careers. You steadfastly support our teachers and staff as they work to meet the needs of each and every student. This fact highlights the importance of your professional growth and development as the key to improving student outcomes. Thus, the next step in our reform process is the revision of the teacher and leader evaluation system. Although VIDE has had evaluation forms in place, changes needed to be made to update the system and ensure that it is not only fair, comprehensive, and objective; but, also focused on professional growth and support.

The Virgin Islands Employee Effectiveness System (EES) was designed by and for Virgin Islands educators. The Virgin Islands Teacher and Leader Effectiveness Task Force was convened in 2013 to develop a teacher and principal evaluation system collaboratively to help ensure that each and every student achieves maximum growth. Members included the American Federation of Teachers (AFT), the Education Administrators Association (EAA), the University of the Virgin Islands (UVI), U. S. Virgin Islands Board of Education (VIBE), U. S. Virgin Islands Department of Education (VIDE), district superintendents, district office representatives, building administrators, and teachers. The Florida and the Islands Regional Comprehensive Center along with experts from the Center on Great Teachers and Leaders facilitated the task force. After studying the research and best practices from across the country for a six-month period, the task force made recommendations for a system of evaluation that supports the ongoing development of effective educators. The principal evaluation system is anchored by the adoption of the Five Essential Practices of School Leadership based on the Interstate School Leaders Licensure Consortium standards (2008).

This process of revising the evaluation system began with teachers and principals and will be expanded to all VIDE employees in the future. As you read this guidebook, please notice the emphasis placed on the professional growth and development of our principals. This focus represents the commitment of VIDE to reinforcing and acknowledging your professionalism in serving our most precious resource—our children.

Thank you for your dedication to your profession.

Sharon Ann McCollum, Ph.D.
Commissioner of Education

Dear Principal:

We believe that our Employee Effectiveness System (EES) must reflect our efforts to improve instruction and learning for all students and should reflect state and national standards for educator performance. In 2013, the U.S. Virgin Islands launched a new effort to improve the educator evaluation system in the district and to link that system to other human resources activities, such as professional development.

To do this work, the U.S. Virgin Islands Department of Education (VIDE) convened the Virgin Islands Teacher and Leader Effectiveness Task Force, made up of educators from both school districts. We also collaborated with the Florida and the Islands Comprehensive Center and American Institutes for Research to develop teacher and principal evaluation processes that were objective and complementary.

The task force determined that the new evaluation system should do the following:

- Foster the continuous professional development of educators in terms of increased knowledge and skills to improve student achievement.

- Provide a framework that ensures educators have the support they need to meet the needs of district stakeholders and create fair and equitable conditions for students.

- Be fair, differentiated, equitable, and user-friendly.

- Establish and maintain a reflective dialogue between educators that recognizes strengths and weaknesses, leading to improved performance.

With these goals in mind, the task force designed a principal evaluation process that supports the dedication to excellence of the Virgin Islands principal. It has been our privilege to represent your voice in this work, which is so important to our professional growth as educators.

Sincerely,

The VITaLE Task Force Members

VITaLE Task Force Members

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Sarah Mahurt, Ph.D., Assistant Commissioner
Wynant Watty-Benjamin, Ph.D., Chief of Staff
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Introduction

Principals are critical to maintaining the vitality of our schools, supporting teacher growth, and ensuring our children have access to the best educational services. Evaluation supports professional growth by identifying areas of strength and improvement. The U.S. Virgin Islands Department of Education (VIDE) has designed an evaluation process for all principals in both school districts to sustain and grow school leadership talent.

The procedures outlined in the *U.S. Virgin Islands Principal Evaluation Guidebook* foster collaboration, trust, and conversation about the practices of principals among principals and superintendents. The guidebook answers the following questions:

- How will principals' practice be evaluated?

- When will the evaluation take place?

- What are my responsibilities in the evaluation process?

- What standards will be used to evaluate practice?

- What measures will be used?

- What happens after the evaluation process has been completed?

U.S. Virgin Islands educators from the St. Croix School District and the St. Thomas/St. John School District agreed that the following definition applies to all school-level leaders, including principals.

An effective school leader promotes the academic, social, and emotional success for all students by creating conditions for optimum teaching and learning to occur in a positive school culture.

The guidebook provides principals and their superintendents with general information about the principal evaluation design, implementation timelines, and responsibilities of all parties.

Throughout the guidebook, the following icons call attention to important ideas or features:

Terminology and Business Rules: Provides definitions of terms and procedures

Tools You Can Use: Points you to corresponding forms or protocols

The VIDE Division of Human Resources oversees the annual implementation of the principal evaluation process. Additional information on the principal evaluation process can be found at the VIDE Employee Effectiveness web portal at http://tle.vide.vi/ or by contacting the VIDE Division of Human Resources staff at evalquestions@doe.vi.

The Focus of Principal Evaluation

The principal evaluation process measures the quality of *practice*, which is the principal's daily actions or performance. An evaluation that focuses on practice provides detailed feedback to principals on the things that they can control in order to improve. The evaluation process does *not* focus on principals' attitudes and knowledge, which are less observable or measurable. Similarly, the process does *not* include *outcomes or results measures*, which may include student learning gains.

> Principal evaluation focuses on *practice,* which is principals' daily work. The Joint Committee on Standards for Educational Evaluation (2014) recommended performance evaluations focus on practice to provide detailed feedback on things that principals can control.

The principal evaluation process is based on research on the influence of principal practice on schools, teaching, and learning. Research investigators note that school-level leadership is the second most influential factor on student achievement, after teaching quality (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003). However, principals' influence may be underestimated because it is indirect: Principals create conditions within schools for great teaching to occur by working directly with teachers and others to improve instruction, create safe learning environments, and implement policies and programs that give students access to the right services (Clifford, Behrstock-Sherratt, & Fetters, 2012).

The principal evaluation process reflects this understanding of principals' roles and influences (illustrated in Figure 1) by including measures of principal practice and important outcomes that are influenced by principals either directly, such as school conditions, or indirectly, such as student learning. By focusing on principal practice, the evaluation process provides principals actionable feedback to influence school conditions and community contexts. In turn, these actions will improve instructional quality and student learning.

The Ripple Effect Framework

Figure 1. The ripple effect framework. This figure demonstrates the direct influence that principal practice has on school conditions, community contexts, and teacher effectiveness.

The Standards

VIDE has adopted the Interstate School Leaders Licensure Consortium standards, 2008 (ISLLC) as the foundation of effective school leadership. The ISLLC standards have been adopted by a majority of U.S. states as performance expectations for school principals and other educational leaders (McCarthy, Shelton, & Murphy, 2014). The standards describe leadership practices that are associated with positive school-level and student-level outcomes. The ISLLC standards are as follows:

- Setting a shared vision for learning
- Developing a school culture and instructional programs
- Ensuring effective management of the organization
- Collaborating with faculty and community
- Acting with integrity and fairness and in an ethical manner
- Understanding, responding to, and influencing cultural contexts

Although the ISLLC standards describe what principals and other leaders should do, they do not describe levels of performance and are not directly observable or measurable.

The Framework

The ISLLC standards describe what principals and other leaders should do, however a framework is a rubric that describes standards of practice in observable and measurable terms and articulates a performance progression or levels of performance.

The Five Essential Practices of School Leadership, which originally was developed by American Institutes for Research, is a research-based framework that focuses the principal evaluation on leadership practices that matter most for improving schools, teaching, and learning (Clifford, Fetters, & Yoder, 2014). The Framework describes principal practices in observable and measurable terms, articulates a performance progression of performance levels, and reflects school context in the U.S. Virgin Islands. The Five Essential Practices of School Leadership are:

> The Five Essential Practices of School Leadership is the U.S. Virgin Islands' framework for principal evaluation. Download the document from VIDE's website at http://tle.vide.vi/.
>
> The Interstate School Leaders Licensure Consortium (ISLLC) standards are available at www.ccsso.org.

1. **Build shared purpose.** The most effective leaders develop a compelling, shared organizational vision and ensure the vision is lived in the daily work of educators.

2. **Focus on learning.** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social-emotional development.

3. **Manage organizational systems.** The leader acts strategically and systematically to create safe and supportive conditions for better teaching and learning by aligning financial, human, data, and other resources.

4. **Collaborate with community.** The leader ensures parents and community organizations are engaged with the school.

5. **Lead with integrity.** The leader models professionalism by acting with integrity and making his or her learning visible.

The *Five Essential Practices of School Leadership Framework* provides detailed descriptions of the practices and articulated performance progressions. For principals, the Framework communicates performance expectations and promotes self-reflection. Superintendents use the Framework to score principal practices on the basis of evidence collected through selected measures.

The *Five Essential Practices of School Leadership Framework* aligns with the ISLLC standards as shown in Table 1. Note that the sixth ISLLC standard is represented in all of the five essential

practices at the *distinguished* level of performance.

Table 1. Alignment between the ISLLC National Principal Standards and the Five Essential Practices of School Leadership Framework

ISLLC Standards	Five Essential Practices of School Leadership				
	Build shared purpose	Focus on learning	Manage organizational systems	Collaborate with community	Lead with integrity
Setting a shared vision for learning	■				
Developing a school culture and instructional programs		■			
Ensuring effective management of the organization			■		
Collaborating with faculty and community				■	
Acting with integrity and fairness and in an ethical manner					■
Understanding, responding to, and influencing cultural contexts	■	■	■	■	■

The Framework describes principal practice along a continuum of four distinct performance levels: **Unsatisfactory**, **Basic**, **Proficient**, and **Distinguished**.

Distinguished
- Advocating
- Coaching

Proficient
- Improving
- Distributing
- Integrating
- Modeling

Basic
- Monitoring
- Implementing
- Anticipating
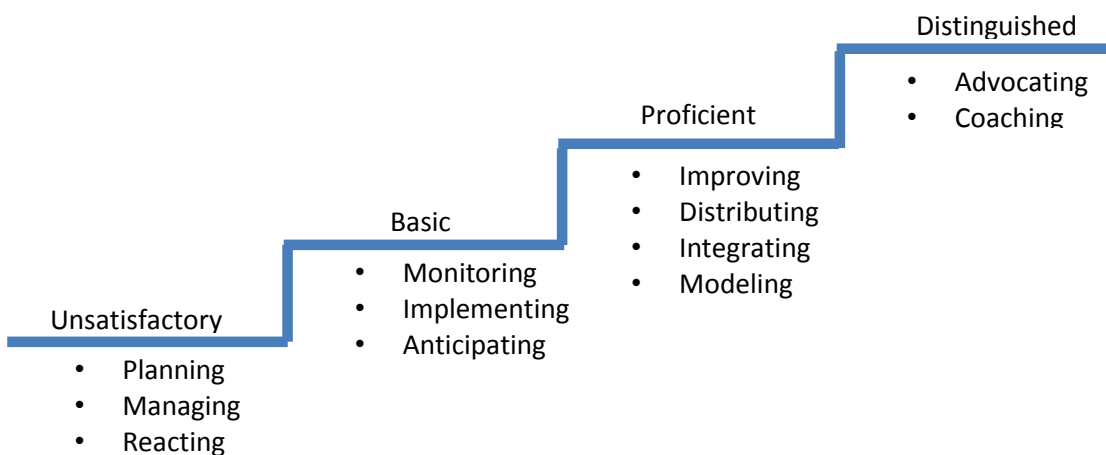
Unsatisfactory
- Planning
- Managing
- Reacting

Figure 2: Overview of the Behaviors, Practices, and Skills That Characterize Each Performance Level

When used according to the procedure outlined in this document, the *Five Essential Practices of School Leadership Framework* provides principals and superintendents detailed performance information. When reflecting on practice or assessing performance, principals and superintendents should refer to the **indicators** and **elements** in the framework for specific behaviors. Taken together, multiple elements describe performance on a given indicator, and multiple indicators combine to describe a practice. In the principal evaluation system, measures are aligned to elements and indicators. Principals receive feedback on performance at the practice level and can view indicator scores.

When reading the Framework, it is important to understand that the rubric is cumulative. This means that a higher level of performance can be attained only by displaying evidence of performance at all lower levels. For example, this means that a *distinguished* principal rating can be attained only by displaying performance at the *Unsatisfactory, Basic*, and *Proficient* levels (Figure 3).

The Five Essential Practices of School Leadership Framework

Leadership Practice 1: Build Shared Purpose

Practice is the biggest grain size.

Each indicator describes part of the practice.

	Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans			
Element	**Unsatisfactory** The principal performing at the *unsatisfactory* level…	**Basic** The principal performing at the *basic* level also…	**Proficient** The principal performing at the *proficient* level also…	**Distinguished** The principal performing at the *distinguished* level also…
	▪ Has created school improvement plan and other documents that display the alignment between the school vision, mission, and annual objectives with district goals and initiatives. ▪ Ensures others reference the vision, mission, and goals when making organizational decisions. ▪ Shows evidence of enacting the school objectives by engaging with other staff.	▪ Gathers input from a diverse set of stakeholders when creating or implementing the school vision, mission, and goals. ▪ Monitors school progress toward attaining the mission and goals, particularly with respect to the educational attainment of students who struggle.	▪ Develops procedures for schoolwide reflection and collective action to improve the school to meet the vision and mission.	▪ Coaches teacher leaders, assistant principals, or other principals on developing, enacting, and monitoring a mission, vision, and school improvement plan. ▪ Engages in district-level discussions about policy direction and learning objectives.

Elements combine to describe and score.

Figure 3: The Five Essential Practices of School Leadership Rubric

Setting Expectations: The Business Rules

The principal evaluation process is a systematic method of documenting job performance for the purpose of ascertaining its quality, extending professional supports, and making human resources decisions. Evaluation always has been an aspect of principals' work in the U.S. Virgin Islands. The principal evaluation process aligns with the National Association of Elementary School Principals and National Association of Secondary School Principals recommendations on principal evaluation design (NAESP & NASSP, 2013). The following business rules describe the annual principal evaluation process.

Who is evaluated? All school principals are evaluated using the U.S. Virgin Islands principal evaluation process. Previous performance, years of professional experience, and organization type (e.g., elementary school) do not affect the use of the evaluation process. Assistant principals are <u>not</u> to be evaluated according to the process outlined in this guidebook.

How is the principal evaluated? All principals are evaluated using four measures: Observation, Principal Portfolio, which includes a Principal Professional Growth Plan (PPGP), the Vanderbilt Assessment of Leadership in Education (VAL-ED) survey, and School Leadership Time as indicated by a principal's attendance and tardiness in Time Force.

Who evaluates principals? In the U.S. Virgin Islands, the superintendent is ultimately responsible for and oversees the completion of all principal evaluations each year. The superintendent may delegate that responsibility to a deputy superintendent or a designee. All superintendents, deputy superintendents, and any designee must successfully complete training in order to evaluate principals.

How often are principals evaluated? All principals will undergo one complete evaluation process per year. Two formal observations, a Principal Portfolio (including the PPGP), the VAL-ED survey results, and School Leadership time indicated by a principal's attendance and tardiness in Time Force constitute the annual evaluation process for principals.

How, if at all, is the evaluation differentiated? All principals, regardless of previous performance or experience level, are evaluated the same way and according to the same set of standards. The evaluation process does not allow for any differentiation. Similarly, all practices are weighted equally.

How will results be used? Principals will receive evaluation feedback from their superintendent each year during the Principal Summative Evaluation Meeting convened at the end of the school year. Feedback is intended to document and improve performance. The principal and superintendent discuss possible goals for the PPGP for growth and improvement. Results are also used for employment decisions. VIDE will use principal evaluation data to think strategically about territory wide professional development programs, preparation programs, and other workforce issues such as recruitment and retention of principals.

What happens if a principal receives an Unsatisfactory rating? If a principal receives one "unsatisfactory" rating in any essential practice, the superintendent and principal will create an improvement plan to address performance immediately. The principal is responsible for enacting the plan immediately, and the superintendent is responsible for increasing support and monitoring. Failure to enact the improvement plan or improve performance within the required time period may be grounds for termination.

What happens if a principal receives a Basic rating? A "basic" rating on any essential practice of a summative evaluation is considered to be an indication of a principal in need of improvement, according to definitions provided in the Educational Administrators Association (EAA) contract. If a principal receives a *basic* rating in one or more essential practices, the

superintendent and principal will utilize the PPGP for improvement and the superintendent will increase support and monitoring. Failure to improve the performance in the essential practice above the basic level by the next summative evaluation meeting may be grounds for termination.

What happens if disagreements occur about evaluation results? If principals disagree with evaluation results, they should acknowledge receipt of results by signing the required forms and discussing areas of disagreement with superintendent. Should disagreements persist, principals should file an appeal with VIDE and the EAA.

How will the principal evaluation process be managed? The principal evaluation process is managed through *TalentEd*, the VIDE Division of Human Resources performance management system. The process, including scheduling, forms, completed documents, and calculations, are in *TalentEd*. More information on *TalentEd* can be found at the VIDE Employee Effectiveness web portal at http://tle.vide.vi/ or by contacting the VIDE Division of Human Resources staff at evalquestions@doe.vi.

The Four Practice Measures: How Evidence Is Collected

Using multiple measures increases assessment fairness and accuracy. The principal evaluation process uses four measures to assess performance on each practice. Each measure has been selected for its psychometric rigor, cost, and ease of use by VIDE.

Measures gather evidence of performance for evaluation purposes.

The four measures are:

- **Observation** is a formal method of gathering evidence about performance. Two formal observations will be completed by the superintendent each academic year. The scores from each observation are used in the final principal summative evaluation calculation. Refer to the *U. S. Virgin Islands Principal Evaluator's Manual for the Instructional Feedback Observation* for a detailed explanation of the principal observation procedures and tools.

- **Principal portfolio** is a principal-generated documentation of performance on each practice that is evaluated annually by the superintendent. The principal portfolio includes documentation of the completed PPGP. The portfolio is assembled throughout the academic year and reviewed with the superintendent at the end of the school year, but before the principal's summative evaluation meeting. Refer to the *U.S. Virgin Islands Principal Portfolio Guidebook* for a detailed explanation of portfolio development.

- **VAL-ED** is an online survey of teachers, instructional staff, supervisors and principals that is administered by the VIDE Division of Human Resources twice per year (in most cases, November and April). The first administration is intended for feedback only and is not factored into a principal's summative score. Evidence from the second administration each year *is* factored into the principal's summative score. For the

summative score, VAL-ED teacher and superintendent scores are averaged and included in the principal evaluation score calculation. A principal's self-assessment is not included in the summative score. Table 3 shows the alignment of VAL-ED with the Five Essentials of School Leadership.

▪ **School Leadership Time** is indicated by a principal's attendance and tardiness in Time Force. Attendance is an importance aspect of the VIDE's Employee Effectiveness System and adherence to VIDE attendance policies is an aspect of a principal's professional responsibility.

Each measure contributes to the principal evaluation, however each measure does not contribute equally. For example, observation is a very powerful way of collecting performance evidence, but not everything that principals do can be formally observed. Table 2 displays the alignment between required principal evaluation measures and the *Five Essential Practices of School Leadership Framework*. As Table 2 shows, principal observation does not provide evidence for all standards.

Table 2.
Alignment between the principal evaluation measures and the Five Essential Practices of School Leadership Framework

MEASURES	FIVE ESSENTIAL PRACTICES OF SCHOOL LEADERSHIP FRAMEWORK				
	Build shared purpose	**Focus on learning**	**Manage organizational resources**	**Connect with community**	**Lead with integrity**
VAL-ED	■	■	■	■	■
Portfolio	■	■	■	■	■
Observation	■	■	■		
School Leadership Time	■	■	■	■	■

Table 3.
VAL-ED Alignment with the Five Essential Practices of School Leadership

5 Essential Practices	VAL-ED Components					
	CC1: High standards for student learning	CC2: Rigorous Curriculum	CC3: Quality Instruction	CC4: Culture of Learning & Professional Behavior	CC5: Connections to external communities	CC6: Performance Accountability
Practice 1: Build Shared Purpose						
1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans	▓					▓
Practice 2: Focus on Learning						
2.1: Improve the Instructional Program				▓		
2.2: Support Teachers' Development of a Positive Classroom Climate	▓	▓	▓			
Practice 3: Manage Organizational Systems						
3.1: Manage the Organizational Structure	▓	▓		▓		
3.2: Lead and Develop Personnel			▓	▓		▓
3.3: Manage Resources			▓	▓		▓
Collaborate with Community						
4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs					▓	
Lead with Integrity						
5.1: Demonstrate Personal and Professional Responsibility			▓			▓

The Summative Scoring: How Scores are Determined

The purpose of the principal evaluation is to promote growth and development through feedback and open discussion about current performance and career trajectory between principals and their superintendents. Scoring performance helps promote growth.

The principal evaluation process uses numerical scoring to report (a) an overall principal performance score and (b) practice-level scores. Each practice and measure receives equal weight or priority when scoring, regardless of previous performance or school situation. Thus, each of the Five Essential Practices of School Leadership is equally important to principals' overall performance score (Figure 4).

The Five Essential Practices of School Leadership

Figure 4. The Five Essential Practices of School Leadership. This figure shows the evenly weighted elements in the Principal Evaluation System.

The overall score is used to determine a level of performance: *Unsatisfactory, Basic, Proficient, or Distinguished*. VIDE will set scoring ranges for the performance levels based upon performance data collected from all principals during the 2015-16 school year. Principal evaluation scores will contribute to career advancement, retention, professional development, and other human resources decisions. The overall performance score and practice-level scores are entered or calculated in *TalentEd*.

The Total Practice Score for the Five Essential Practices of School Leadership represents 90% of a principal's summative evaluation score. The School Leadership Time (based on attendance and tardies in TimeForce) represents 10% of a principal's summative evaluation score. The overall principal summative evaluation score is determined by multiplying the Total Practice

Score by .90, multiplying the School Leadership Time score by .10, and adding the two scores. Table 3 below represents the calculations.

Principals are responsible for raising questions about scoring, and superintendents are responsible for explaining scores in ways that principals understand. During the Principal Summative Evaluation Meeting, principals have the opportunity to discuss scores and provide additional evidence of performance. Should a principal feel that scores are unfair or inaccurate, the principal has the opportunity to file an appeal with VIDE and the Educational Administrators Association.

Table 3: Calculations for the Principal Summative Evaluation Score

FIVE ESSENTIAL PRACTICES OF SCHOOL LEADERSHIP SUMMATIVE SCORE						
Essential Practice	VAL-ED Score	Portfolio Score	Observation Score	Measures Subscore	Divisor	Practice Score
Build Shared Purpose	(Score)	(Score)	(Score)	(Sum of scores)	3	(Sum/3)
Focus on Learning	(Score)	(Score)	(Score)	(Sum of scores)	3	(Sum/3)
Manage Organizational Systems	(Score)	(Score)	(Score)	(Sum of scores)	3	(Sum/3)
Collaborate with Community	(Score)	(Score)	NA	(Sum of scores)	2	(Sum/2)
Lead with Integrity	(Score)	(Score)	NA	(Sum of scores)	2	(Sum/2)
TOTAL PRACTICE SCORE= Sum of 5 Practice Scores divided by 5						(Sum/5)
SCHOOL LEADERSHIP TIME SUMMATIVE SCORE						

The School Leadership Time score is based on the following rating scale in VIDE attendance policy.

Attendance

1 Unsatisfactory	2 Satisfactory	3 Exceeds Standards	4 Outstanding
13 or more absences	9-12 absences	5-8 absences	0-4 absences

Tardiness

1 Unsatisfactory	2 Satisfactory	3 Exceeds Standards	4 Outstanding
13 or more tardies	9-12 tardies	5-8 tardies	0-4 tardies

TOTAL SCHOOL LEADERSHIP TIME = averaging the attendance and tardiness scores.

TOTAL SUMMATIVE EVALUATION SCORE = TOTAL PRACTICE SCORE *.90 + SCHOOL LEADERSHIP SCORE * .10

Evaluation Process: How and When Evaluation Occurs

Fidelity to the evaluation process helps ensure fairness and accuracy. The principal evaluation is a five-step process supported by the following tools and measures, which are provided in separate documents.

- Five Essential Practices of School Leadership Framework

- U. S. Virgin Islands Principal Evaluation Guidebook

- U.S. Virgin Islands Principal Portfolio Guidebook

- U.S. Virgin Islands Principal Evaluator's Manual for the Instructional Feedback Observation

- U.S. Virgin Islands Principal Evaluator's Toolkit for the Instructional Feedback Observation

- VAL-ED Technical Manual

These documents, as well as other resources, are available on the VIDE EES web portal at http://tle.vide.vi. Superintendent and principal checklists are provided at the end of this document to help facilitate the process.

The five steps in the evaluation process are as follows:

- **Step 1: Principal Evaluation Planning Meeting.** The principal and superintendent review past performance and district or school plans prior to the beginning of the school year, and the principal completes a self-reflection by using the Five Essential Practices of School Leadership framework. The principal and superintendent finalize the Principal Portfolio using the Principal Portfolio Planning Form and finalize a PPGP by using the PPGP form. The supervisor explains the evaluation process to the principal and sets an evaluation calendar for the entire academic year.

- **Step 2: Evidence gathering.** The VIDE Division of Human Resources administers the first VAL-ED survey in November of each year and garners a 70 percent or greater response rate from teachers and instructional staff. The superintendent formally observes

principals' performance once during the first semester of the school year. The principal begins collecting artifacts for the portfolio, including evidence of PPGP completion.

- **Step 3: Mid-Year Check-In.** The superintendent convenes a midyear check-in meeting with the principal to share VAL-ED and observation results. The principal and superintendent discuss progress on the PPGP and portfolio, and make adjustments as needed.

- **Step 4: Evidence gathering.** The VIDE Division of Human Resources administers the second VAL-ED survey in April of each year and garners a 70 percent or greater response rate from teachers and instructional staff. The superintendent formally observes principals' performance once during the second semester of the school year. The principal finalizes and submits the portfolio, including evidence of PPGP completion, for review.

- **Step 5: Principal Portfolio Review.** The principal and superintendent meet to review the Principal Portfolio at the Portfolio Review Meeting, which occurs during the fourth quarter of the school year. The meeting is an opportunity for the principal to share and answer questions to ensure the superintendent understands the artifacts and the relationship to his or her school leadership practices. Artifacts and explanations should provide clear evidence of behaviors described in the elements of one or more indicators of the Five Essential Practices of School Leadership Framework.

- **Step 6: Principal Summative Evaluation Meeting.** The superintendent reviews and scores all evidence in preparation for each principal's summative meeting. All summative ratings and other forms are submitted through TalentEd and available to the principal a minimum of three business days prior to the summative meeting. The principal and superintendent then meet for approximately one hour to discuss ratings and begin planning the PPGP for the following school year. The evaluation cycle then begins again.

Table 5 summarizes the principal evaluation steps and responsibilities. A specific timeline will be developed and disseminated by VIDE at the beginning of each school year.

Table 5.
Annual Principal Evaluation Steps and Responsibilities

Step	Task	Principal	Superintendent	Teacher	VIDE
Principal Evaluation planning Meeting	Goal setting and evaluation orientation	Complete Portfolio Planning Form Finalize PPGP	Complete Portfolio Planning Form Finalize PPGP Set calendar	NA	Monitor progress
Evidence Gathering	VAL-ED survey	Complete VAL-ED	Complete VAL-ED	Complete VAL-ED	Support survey
	Principal 1st observation	Notify teachers Submit completed documents in TalentEd	Arrange observation Observe and score	NA	Monitor progress
	Gather PPGP and portfolio evidence	Gather evidence	NA	NA	Support portfolio
Midyear Check-In	Check-in meeting	Discuss progress on Portfolio, PPGP, and School Leadership Time Adjust goals and supports as needed	Discuss progress on Portfolio, PPGP, and School Leadership Time Adjust goals and supports as needed	NA	Monitor progress
Evidence Gathering	Create portfolio	Gather evidence and complete professional learning activities on PPGP Submit completed documents in TalentEd	Review completed documents when they are available	NA	NA
	VAL-ED survey	Complete VAL-ED	Complete VAL-ED	Complete VAL-ED	Support survey
	Principal 2nd observation	Notify teachers Submit completed documents in TalentEd	Arrange observation Observe and score	NA	Monitor progress
	Portfolio review	Explain portfolio, including the PPGP Discuss progress in meeting PPGP goals Discuss evidence of school leadership practice	Review submitted documents Discuss progress in meeting PPGP goals Discuss evidence of school leadership practice Provide feedback on PPGP Score portfolio	NA	Support review
Summative Meeting	End-of-year meeting	Review final evaluation document and discuss feedback Finalize evaluation	Prepare final evaluation form Discuss feedback Finalize evaluation	NA	Monitor results

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Appendix A: Principal Evaluation Planning Meeting Guide SY15-16

The initial meeting between the principal and superintendent is intended to (a) set expectations for the performance evaluation, (b) establish a calendar for the evaluation, (c) identify performance evidence for the portfolio, and (d) finalize the Principal Professional Growth Plan (PPGP). The initial meeting is a one-on-one, in-person conversation between the principal and superintendent that requires, typically, one hour. The questions below are provided to guide the meeting.

Prior to the meeting, principals and superintendents should do the following:
- Review the *U.S. Virgin Islands Principal Evaluation Guidebook.*
- Review the *U.S. Virgin Islands Principal Portfolio Guidebook*.
- Draft PPGP if it was not created at the summative meeting at the end of the previous school year, or revise the draft PPGP as needed.
- Review previous performance assessment results.
- Review the school and district improvement plans.
- Reflect on current performance by using the Five Essential Practices of School Leadership Framework, noting strengths and weaknesses (principal only).
- Prepare questions or topics of discussion.

The following questions might be discussed during the Principal Evaluation Initial Meeting.

Evaluation Process Check
- What questions does the principal have about the evaluation process?
- Does the principal have a clear understanding of the purpose of the principal evaluation?
- Do the principal and superintendent know where to turn for assistance with evaluation procedures, should questions arise?
- Do the principal and superintendent have access to *TalentEd* and all principal evaluation forms?

Portfolio Planning Meeting
1. To what degree is the principal clear about the portfolio process?
2. What possible unique artifacts are identified to demonstrate school leadership practices linked to the Indicators in the Five Essential Practices of School Leadership Framework?
3. What form might the unique artifacts take (e.g., written, video)?
4. Will all of the artifacts together represent all Five Essential Practices of School Leadership?
5. When will the artifacts be collected? Does the timeline to collect artifacts allow for enough time to complete the portfolio by the due date?
6. What, if any, support does the principal need in collecting artifacts?
7. What information could be shared at the mid-year check-in meeting to demonstrate progress in completing the portfolio?

8. What supplemental information or rationale will need to be provided to explain the artifacts and how they demonstrate evidence of the indicators at the end of the school year?
9. PPGP
    a. What are the school leadership practice focus areas based on previous principal's evaluations, the district and/or school improvement plans, school performance and other data?
    b. Which areas are the highest priorities for professional development?
    c. Do the goals meet the criteria of SMART set forward in the PPGP (see the SMART goal checklist)?
    d. To what degree is the PPGP ambitious?
    e. To what degree is the PPGP feasible?
    f. Has the rationale for the PPGP been discussed and completed?
    g. To what degree are resources available for the PPGP?
    h. What supports does the principal need to complete the plan?
    i. To what degree do school conditions support the application of learning?
    j. What supports does the principal need to apply learning to the school?
    k. What documents or other evidence will the principal provide to show PPGP activities completion?
    l. What documents or other evidence will the principal provide to show application of learning in the school environment?
    m. What is the timeline for PPGP activities completion?
    n. What is the timeline for learning application in the school?
    o. Which aspects of the PPGP will be completed by the midyear check-in?
    p. What are the expected outcomes in terms of changing practice?
    q. What are the expected outcomes for school operations of applying learning?
    r. Have both parties agreed to the goals?
    s. Are all forms completed in *TalentEd*?
10. Is the Portfolio Planning Form completed in *TalentEd*?

Planning for Vanderbilt Assessment of Leadership in Education (VAL-ED)
- Does the principal have any questions about Vanderbilt Assessment of Leadership in Education (VAL-ED)?
- Has the principal identified a VAL-ED coordinator in the school?
- Will the school use a group-administration or individual-administration strategy?

The following forms should be completed before the Principal Evaluation Planning Meeting:

- **Principal Portfolio Planning Form**
- **Principal Professional Growth Plan Template**

Appendix B: Principal Portfolio Planning Form SY15-16

The Principal portfolio is a principal-generated documentation of performance on the Five Essential Practices of School Leadership. The portfolio is assembled throughout the academic year and evaluated by the superintendent near the end of the school year, but before the principal's summative evaluation meeting. Six artifacts are required for the portfolio. Three artifacts, Transformation via Observation and Data Document (TODD), teacher evaluation documents, and PPGP, have been pre-selected for all principals. In addition, principals select one artifact each for Professional Learning Communities and Parent Engagement, and one artifact for a leadership practice of their choice. For each artifact collected, the principal provides an explanation of how the artifact demonstrates his/her performance on the corresponding leadership practice. The *U.S. Virgin Islands Principal Portfolio Guidebook* provides a detailed explanation of portfolio development and can be accessed on the VIDE EES website at http://tle.vide.vi.

During the Principal Initial Evaluation Meeting, the principal and superintendent discuss possible artifacts for Professional Learning Communities and Parent Engagement, and one artifact for a leadership practice of their choice and identify what the principal will collect below.

Artifact 1
The Transformation via Observation and Data Document (TODD) contains the CCSS, EES and PBIS plans as part of a territory wide continuous improvement process. The TODD represents data, strategies, and actions designed to improve student achievement, increase teacher and leader effectiveness, and promote positive school culture and climate. The plan is modified and reflected upon in a continuous process. The TODD is reflective of the following essential practices of school leadership.

- **Build Shared Purpose,** Indicator 1.1 Implement a Vision, Mission, and Goals Aligned to School Improvement Plans
- **Focus on Learning,** Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate
- **Manage Organizational Systems,** Indicator 3.2: Lead and Develop Personnel and Indicator 3.3: Manage Resources
- **Collaborate with Community,** Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

Artifact 2
A set of completed documents for one teacher's evaluation
School Leadership Practice and Indicator(s):
- **Build Shared Purpose,** Indicator 1.1 Implement a Vision, Mission, and Goals Aligned to School Improvement Plans
- **Focus on Learning,** Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate

- **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel and
- **Manage Organizational Systems** Indicator 3.3: Manage Resources

Artifact 3
Principal Professional Growth Plan
School Leadership Practice and Indicator(s):
- **Lead with Integrity,** Indicator 5.1: Demonstrate Personal and Professional Responsibility

Artifact 4
Professional Learning Communities Artifact (indicate a possible artifact to be collected)

School Leadership Practice and Indicator(s):
- **Focus on Learning,** Indicator 2.1: Improve the Instructional Program
- **Focus on Learning,** Indicator 2.2: Support Teacher's Development of a Positive Classroom
- **Manage Organizational Systems,** Indicator 3.2: Lead and Develop Personnel
- **Lead with Integrity,** Indicator 5.1: Demonstrate Personal and Professional Responsibility

Artifact 5
Parent Engagement Artifact (indicate a possible artifact to be collected)

School Leadership Practice and Indicator(s):
Collaborate with Community, Indicator 4.1: Collaborate with Families and Stakeholders, and Respond to Diverse Community Needs

Artifact 6
Principal's Choice (indicate a possible artifact to be collected)

School Leadership Practice:
Choose an item.
Select the School Leadership Practice that will be demonstrated by the artifact.
School Leadership Practice Indicator:
Choose an item.
Select Indicator related to the School Leadership Practice.

Appendix C: Principal Professional Growth Plan Template SY15-16

Instructions

The Principal Professional Growth Planning (PPGP) Template is designed to facilitate the principal's professional development. The principal uses it to set PPGP goals as well as to track and reflect on professional development or goal-related activities; the superintendent uses it to review and score the principal's PPGP progress at the conclusion of the evaluation cycle.

Two goals must be included in the plan:

- **Growth Personal Learning Goal:** A personal learning goal for the principal that addresses an area of growth or improvement informed by self-reflection using the Five Essential Practices of School Leadership Framework, previous evaluation results (if available), and other available data.

- **Collaborative Learning Goal:** A team of principals (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and applying their learning to improve school leadership practice and school results. The collaborative learning goal would be the same for all of the principals in the team; however, each principal is responsible for identifying and completing appropriate professional learning activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

The goal should be written as a **SMART** goal (specific, measurable, attainable, realistic, and timely).

Goal 1 – Growth Personal Learning Goal
SMART Goal
A personal learning goal for the principal that addresses an area of growth or improvement informed by self-reflection using the Five Essential Practices of School Leadership Framework, previous evaluation results (if available), and other available data.

School Leadership Practice Addressed:
Choose an item.

School Leadership Practice Indicator Addressed:
Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my school leadership practice?	Outcomes: How will the changed school leadership practice impact school performance?	Target Completion Date
○	○	○	○

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?

Goal 2 – Collaborative Learning Goal
SMART Goal
A collaborative goal developed by a team of principals (cross district, cross school level, feeder group, PLC team, etc.) that focuses on a common area for growth.

School Leadership Practice Addressed:

Choose an item.

School Leadership Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my school leadership practice?	Outcomes: How will the changed school leadership practice impact school performance?	Target Completion Date
○	○	○	○

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?

Attachment D: Principal Observation Teacher Consent Form

You are receiving this request because the superintendent or other observer would like to observe your principal's instructional feedback during your post-observation conference. We are requesting that you review the material, ask clarifying questions, and provide your signed, voluntary consent to allow the superintendent to observe your post-observation conference with the principal. The following information will help you to make an informed decision:

1. The purpose of the observation is to assess principals' practices as instructional feedback providers only. Your actions are not being evaluated in any way.
2. The observation will occur during the entire post-observation conference.
3. We ask that you act normally during the principal's observation.
4. All observation notes or video will be kept confidential, and are intended to support principal growth only.
5. Your participation in the observation is your voluntary choice. We do not want you to feel uncomfortable with this request. If you choose not to participate, you will not be penalized in any way.

If you have additional questions about this request, please contact your principal, EAA representative, or superintendent office.

Please select one of the following choices and return the signed form to your principal.

❑ **Yes!** I am willing to participate in the principal observation, which occurs during my post-observation conference.

Date and time of my post-observation conference _____

Preferred *alternative* date and time of my post-observation conference _____

❑ **No.** I am not willing to participate in the principal observation.

_____   _____
                          Signature   Date

_____
                        Print Name

Appendix E: Principal Pre-Observation Conference Form SY15-16

Instructions

The pre-observation conference is convened prior to each principal observation, and typically requires 30 minutes to complete. The pre-observation conversation (a) ensures all final preparations for the observation are complete and (b) aims to identify areas of focus for the observation. The questions are intended to facilitate conversation during the principal pre-observation conference.

Questions

1. Can you now provide me a copy of the signed teacher observation consent form, which will allow me to observe the teacher post-observation feedback session that you will deliver?

2. Can you now provide me a copy of the completed Teacher Pre-observation Form SY 15-16, your observation notes, Teacher Observation Danielson Framework for Teaching SY15-16 form, and the Teacher Post-observation Reflection Form SY15-16 that have been saved in TalentEd? (Save Progress, not Save & Submit)

3. What are your goals for this teacher post-observation conference and feedback for the teacher?

4. Based upon the criteria in the 5 Essential Practices framework, what do you think are your strengths and growing points, with respect to providing instructional feedback to teachers?

5. Are there particular things that you would like me to pay close attention to, for the purposes of feedback, during your observation? Why are these things important to you?

6. To what degree do you think that the teacher post-observation conference will allow me to observe all behavioral indicators on the Principal Observation Scoring Form?

7. What questions, if any, do you have about my observation of you during the teacher post-observation conference at this point?

Appendix F: Principal Observation Form SY 15-16

Superintendent observes and rates Principals during a Teacher Post-observation Conference. The Superintendent observes each Principal providing instructional feedback to one teacher based on his/her formal observation.

For each indicator, select a performance level (Unsatisfactory, Basic, Proficient or Distinguish) that best reflects the principal's specific practice and behaviors based on evidence collected during principal observation. Use the cumulative rubric provided and document evidence.

Behavioral Indicator 1: Evidence Use *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
The principal provides the teacher with completed evaluation forms in writing.	The principal centers the conversation on evidence collected during the classroom observation. The principal accurately connects evidence with appropriate standards and indicators and uses vocabulary from the instructional framework.	The principal considers the teacher's interpretations of the observation evidence. The principal encourages teachers, either during pre-observation or post-observation meetings, to bring additional evidence to determine effectiveness of observed teaching and learning.	The principal integrates observation evidence with teacher-provided evidence (e.g., student work related to observed lesson).	If the component is not observed during the principal observation, no score is assigned or used in the total domain score.

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Behavioral Indicator 2: Professional Interactions *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
The principal shows he/she is listening by making eye contact with the teacher throughout the meeting. The meeting environment allows the teacher and principal to view and edit documents. The principal provides undivided attention and minimizes disruptions.	The principal and teacher use respectful language, listen to each other when speaking, and respond to each other's viewpoints. The principal checks in with the teacher to ensure understanding and responds to the teacher's perspectives and needs.	The meeting is conversational and balanced, with the principal providing multiple opportunities for both the teacher and principal to discuss observed instructional practices The principal engages with the teacher's responses by paraphrasing the teacher's statements to acknowledge, clarify, summarize, or help organize the teacher's thoughts.	The principal encourages and responds positively when the teacher pushes back on the principal's suggestions or interpretations. The principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.	If the component is not observed during the principal observation, no score is assigned or used in the total domain score.

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Behavioral Indicator 3: Differentiated Questioning *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
The principal asks factual questions that require the teacher to describe or name aspects of practice, but moves on without expanding on the teacher's comments.	The principal asks reflective questions that prompt the teacher to reflect on evidence and the rubric, and to explain his or her thinking.	The principal asks questions that help the teacher connect the observation feedback to student learning and prompt the teacher to brainstorm potential improvements or alternative strategies.	The principal asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative strategies and their implementation in the classroom.	If the component is not observed during the principal observation, no score is assigned or used in the total domain score.

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Behavioral Indicator 4: Leading Conversations *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
The principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.	The principal paces the conversation to focus primarily on no more than two areas of growth and two areas of	The conversation culminates in concrete action steps to improve practice immediately. The principal identifies	The principal discusses the actions that school leadership (e.g., principal, other administrators, teacher leaders,	If the component is not observed during the principal observation, no score is assigned or

strength based on observation evidence and framework indicators.	resources that the teacher can access to improve in identified areas for growth and strength (e.g., colleagues, professional development, communities of practice, print and online resources).	instructional coach) will take to support the teacher in improving performance.	used in the total domain score.

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Behavioral Indicator 5: Written Feedback *

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
The observation summary and scoring forms are complete and reference evidence collected through the observation process.	The written feedback references practices, evidence, or other information collected during the observation process as a rationale for ratings on each standard. The written feedback includes positive	The written feedback identifies at least one area of growth and one area of strength for instructional improvement. The written feedback clearly states actions that the teacher can take for instructional improvement and identifies	The written feedback clearly states the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.	If the component is not observed during the principal observation, no score is assigned or used in the total domain score.

comments about the teacher's instructional performance. The written feedback uses vocabulary from the instructional framework.	timelines and evidence (in the professional growth plan).

Evidence:

Document the evidence collected during the principal observation and used to rate this indicator. *

Total Principal Observation Score

Field value will be calculated upon Save Progress.

Feedback: *

Attachment #1   Delete
Attachment #2   Delete
Attachment #3   Delete

If the attachment will not upload properly, click here to try the alternate version.

Appendix G: Principal Post-Observation Reflection Form SY15-16

Instructions

The post-observation conference is convened after each principal observation, and typically requires 30 minutes to complete. The post-observation conversation (a) encourages principal reflection on instructional feedback practice in light of performance evidence, (b) provides principals performance feedback from the superintendent, and (c) explains how observation results will be used to support continued growth.

The **principal completes the Post-Observation Reflection Form** and **submits** it **BEFORE** the Post-Observation Conference meeting with the superintendent.

Questions

1. To what degree was the teacher post-observation conference typical of your practice of providing instructional feedback to teachers? What, if anything, was not typical?

2. To what extent do you think you met your goals for this teacher post-observation conference, both in terms of your work to support this teacher's growth and your efforts to improve instructional leadership?

3. Reflecting upon this teacher post-observation conference, what do you consider your strengths in terms of providing instructional feedback?

4. Reflecting upon this teacher post-observation conference, what do you consider your growth areas, or areas for improvement, in providing instructional feedback?

5. What supports do you think are needed in order to improve your instructional leadership in the area of providing instructional feedback?

Observer Notes/Comments:

Appendix H: Mid-Year Check-In Meeting Guide SY15-16

The midyear check-in between the principal and the superintendent provides an opportunity to monitor and adjust the principal's progress with the PPGP, share initial VAL-ED and observation results, and allow the superintendent and principal to discuss any adjustments to practice or resources needed to ensure that the principal meets goals by the end of the year. The conversation will focus on supports needed rather than on changing the goals themselves. The conversation will include checks on the principal's PPGP and each of the measures used in the evaluation. The following questions might be discussed during the Mid-Year Check-In Meeting.

Sharing VAL-ED Results
- What is the VAL-ED response rate for teachers?
- What is the overall VAL-ED score?
- What is the overall VAL-ED score for each of the core competencies?
- What is the overall VAL-ED score for each of the key processes?
- What are the principal's strengths, according to the core competency and key processes scores?
- What are the principal's weaknesses, according to the core competency and key processes scores?
- What are the differences in perspective on principal practice, as displayed by teacher, principal, and supervisor ratings?
- What are the areas of improvement that can be addressed between midyear and final VAL-ED administration?
- Do the VAL-ED scores reflect PPGP learning goals?
- Does the PPGP need to be adjusted on the basis of this conversation?
- How can the superintendent assist the principal?

Checking on Portfolio Progress
1. Do artifacts collected thus far provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
2. Do artifacts collected thus far provide evidence for all or most of the essential practices? If current artifacts suggest not all essential practices will be represented, what changes can be made to ensure evidence for all artifacts is collected before the portfolio presentation meeting?
3. What evidence do the artifacts collected at this point suggest about the principal's mastery of the essential practices? What changes in practice need to be made or what additional supports are needed for mastery?
4. What other information needs to be shared so that the artifacts can be evaluated fairly?
5. Are there steps the principal should take to change prior practice and make the artifacts stronger?
6. PPGP
   a. What progress has been made toward completion of learning activities?
   b. What helped or hindered progress and why?

     c.   What evidence has been collected to show progress?

     d.   How has professional learning been applied to the school?

     e.   What helped or hindered application of learning to the school?

     f.   What evidence has been collected to show application of learning?

     g.   What, if any, changes in the school have affected the PPGP?

     h.   If changes have occurred, what revisions should be made to PPGP and why?

     i.   What supports do you need to progress on the PPGP, and why do you need them?

Closing

- Is there anything that needs further clarification?
- Are there any questions or concerns that need additional discussion at a later date?

Appendix I: Mid-Year Check-In Meeting Form SY15-16

During the Mid-Year Check-In meeting, the superintendent and principal discuss progress to date on the Principal Portfolio, progress on completing the professional learning activities on the Principal Professional Growth Plan (PPGP), and Instructional Time as indicated by teacher attendance and timeliness. Challenges are discussed along with possible solutions. It is also a good time to discuss and schedule dates for the 2nd principal observation, including the pre- and post-observation conferences.

The **superintendent completes the Mid-Year Check-In Form**, documenting any changes or adjustments to the Principal Portfolio and/or the PPGP. The form is submitted in TalentEd by the superintendent and is available for review by the principal.

Progress on Artifact Collection

Progress on PPGP Goals

Instructional Time as indicated by teacher attendance and timeliness (TimeForce)

Challenges

Solutions/Adjustments Needed

Recommended Support/Assistance

[empty box]

Other Comments

[empty box]

Appendix J: Portfolio Review Meeting Guide SY15-16

The Portfolio Review meeting occurs during the 4th quarter of the school year and before the Summative Evaluation Meeting. It is scheduled through *TalentEd.* The principal and superintendent review artifacts and the principal's reflections related to each artifact, and discuss how the artifacts demonstrate the Five Essential Practices of School Leadership. The following questions can guide the Portfolio Review.

1. How has the school leadership reflected in each artifact impacted the school, teachers, and/or students?
2. How have you grown as a leader or changed your leadership practice as a result of the activity related to the artifact?
3. PPGP
   a. Have the learning activities been completed?
   b. What evidence is provided to show learning activities have been completed?
   c. What helped or hindered the completion of learning activities and why?
   d. How has professional learning been applied to the school?
   e. What evidence has been collected to show application of learning?
   f. How effective was the new practice(s)?
   g. What has been the impact?
   h. What learning might be included in the PPGP for the next school year?

The **Principal Portfolio Soring Form** is completed by the **superintendent** at the Portfolio Review or shortly thereafter.

Appendix K: Principal Professional Growth Plan Development Rubric SY15-16

Principals and Superintendents use this rubric to guide development of the PPGP.

GROWTH PERSONAL LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, incomplete, or not focused on principal learning.	The SMART goal is specific and focuses on principal learning relevant to principal's growth.	AND the SMART goal is relevant to improving or principal leadership related to principal's growth.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs professional learning activities.
The Rationale	The rationale does not support principal's learning relevant to the focus of principal's growth.	The rationale supports principal's learning relevant to the focus of principal's growth.	AND supports improving principal leadership related to the focus of principal's growth.	AND supports improving principal leadership to meet school needs based on data.
The Learning Activity	The learning activity is not connected to the principal's growth goal.	The learning activity connects to the principal's growth goal.	AND could contribute to improving principal leadership related to the principal's growth goal.	AND could contribute to improving principal leadership to meet the school's needs as they relate to the principal's growth goal.
Application of Principal Learning	Principal does not indicate how the new knowledge and skills will be used.	Principal indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve principal related to the focus of principal's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to principal leadership beyond the school.

	Unsatisfactory	Basic	Proficient	Distinguished
The Outcome(s)	Outcome(s) is not specified or related to principal learning activity.	Outcome(s) identifies what the principal will learn from the activity.	AND identifies how principal leadership will improve as a result of the activity.	AND identifies how improved principal leadership will result in school improvement.
Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence is specified to determine if the learning activity is completed.	AND includes how changes in principal leadership will be determined.	AND includes how changes in principal leadership that support school improvement will be determined.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the goal.	AND support successful completion of the professional learning activities.	AND support application of the learning to meet school needs so the goal can be achieved.
COLLABORATIVE LEARNING GOAL	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
The Goal	The SMART goal is either not stated, is incomplete, or is not focused on principal learning.	The SMART goal is specific and focuses on collaborative principal learning.	AND the SMART goal expands or adds to current effective principal leadership.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs principal learning activities.
The Rationale	The rationale does not support the principal's learning.	The rationale supports the individual principal's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify school needs.
The Learning Activity	The learning activity is not connected to the collaborative goal.	The learning activity connects to the collaborative goal.	AND contributes to expanding on current	AND addresses school needs.

			effective principal leadership.	
Application of Principal Learning	Principal does not indicate how the new knowledge and skills will be used.	Principal indicates how and when the new knowledge and skills will be used.	AND will expand on current effective principal leadership.	AND will result in school improvement.
The Outcome(s)	Outcome(s) is not specified or related to principal learning activity.	Outcome(s) identifies what the individual principal will learn from the activity.	AND how current effective principal leadership will improve.	AND how improved principal leadership will result in school improvement.
Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence of the completed learning activity is specified.	AND evidence of progress toward completion is specified.	AND a plan for individual and collaborative reflection is included.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the collaborative goal.	AND sustain successful completion of the professional learning activities.	AND assist with application in the school.

Appendix L: Principal Professional Growth Plan Scoring Rubric SY15-16

PPGP Scoring Rubric: The superintendent, deputy superintendent, or designee uses this rubric to score the completed PGPG and principal reflection at the end of the school year as part of the Portfolio Review. The score is used as one component of the total Principal Portfolio score.

	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
OVERALL PRINCIPAL PROFESSIONAL GROWTH PLAN	There is no PPGP or the PPGP is incomplete.	The PPGP is at a basic level of development based on the PPGP Rubric.	The PPGP is at a proficient level of development based on the PPGP Rubric.	The PPGP is at a distinguished level of development based on the PPGP Rubric.
EVIDENCE	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
PRINCIPAL REFLECTION	Reflection is vague or does not relate to principal's learning.	Reflection relates to the principal's learning.	AND addresses impact on principal's leadership practice.	AND addresses how the principal's leadership is impacting school improvement.
ENGAGEMENT	The principal made little or no attempt to engage in professional learning.	The principal engaged in the professional learning activities.	AND applied professional learning to the principal's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.

Appendix M: Principal Portfolio Scoring Form SY15-16

Instructions: A Principal Portfolio is one of the measures used to determine a principal's summative evaluation rating. Use this form to score the Principal Portfolio. Include specific evidence from the artifacts.

Principal Portfolio Artifacts *(Use the drop down list to indicate if artifact is present in TalentEd and/or BriteLocker or incomplete.)*

1. Transformation via Observation and Data Document (TODD)

   Choose an item.

2. Completed Set of One Teacher's Evaluation Documents

   Choose an item.

3. Principal Professional Growth Plan

   Choose an item.

4. Professional Learning Community Artifact

   Choose an item.

5. Parent Engagement Artifact

   Choose an item.

6. Choice Component Artifact

   Choose an item.

Use the following scale to rate each Essential Practice of School leadership. Refer to the descriptions in the *Five Essential Practices of School Leadership Framework* which begins on page 5 of the Framework document accessible on VIDE EES web portal at http://tle.vide.vi. Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

Practice Scoring Scale
1 = Unsatisfactory 2 = Basic   3 = Proficient   4 = Distinguished

1. **Build Shared Purpose:** The most effective leaders develop a compelling, shared organizational vision and ensure the vision is lived in the daily work of educators.
   Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans

   > Choose an item.

   Rationale for Score
   Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

2. **Focus on Learning**

   Indicator 2.1: Improve the Instructional Program
   Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate

   > Choose an item.

   Rationale for Score
   Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

3. **Manage Organizational Systems**

   Indicator 3.1: Manage the Organizational Structure
   Indicator 3.2: Lead and Develop Personnel
   Indicator 3.3: Manage Resources

   > Choose an item.

   Rationale for Score
   Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

4. **Collaborate with Community**

   Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

Choose an item.

   Rationale for Score
   Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

5. **Leadership Practice 5: Lead with Integrity:** Principals lead with integrity and model responsibility through pursuit of professional learning

   Indicator 5.1: Demonstrate Personal and Professional Responsibility

Choose an item.

   Rationale for Score
   Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

Superintendent's Comments (Optional)

Appendix N: Principal Summative Meeting Guide SY15-16

The summative meeting between the principal and the superintendent is a time for both reflection and consideration of future goals. During the summative meeting, the principal and supervisor review evidence and scores for the essential practices, as well as the School Leadership Time. At the end of the conversation, the principal and supervisor sign and date the Principal Summative Evaluation Form electronically through TalentEd. The following questions might be discussed during the Summative Meeting.

Checking on Progress
- What reflections does the principal have on his or her performance during the past year?
- What progress or growth occurred in terms of the principal being a school leader and manager?
- What performance challenges became apparent, and why did they become apparent?
- How well did the principal meet professional growth goals?

Discussion of Scores
- On the basis of the evidence, what are apparent strengths in essential practice according to the Five Essential Practices of School Leadership Framework?
- On the basis of the evidence, what are some areas of growth or improvement in principal practice according to the Five Essential Practices of School Leadership Framework?
- To what extent does the principal agree with the strengths and areas of growth or improvement identified through the evaluation process?

The **Principal Summative Evaluation Form** is completed and submitted by the **superintendent** during or shortly after the Principal Summative Evaluation Meeting.

Appendix O: Principal Summative Evaluation Form SY15-16

1. **BUILD SHARED PURPOSE**

   VAL-ED Score | *Imported from VAL-ED 2nd administration* |

   Portfolio Score | *Transferred from Portfolio Scoring Form* |

   Total Practice Score | *Average of VAL-ED Score and Portfolio Score* |

2. **FOCUS ON LEARNING**

   VAL-ED Score | *Imported from VAL-ED 2nd administration* |

   Portfolio Score | *Transferred from Portfolio Scoring Form* |

   Total Practice Score | *Average of VAL-ED Score and Portfolio Score* |

3. **MANAGE ORGANIZATIONAL SYSTEMS**

   VAL-ED Score | *Imported from VAL-ED 2nd administration* |

   Portfolio Score | *Transferred from Portfolio Scoring Form* |

   Observation Score | Average of 1st Observation score and 2nd Observation score |

   Total Practice Score | *Average of VAL-ED Score, Observation, and Portfolio Score* |

4. **Collaborate with Community**

   VAL-ED Score | *Imported from VAL-ED 2nd administration* |

   Portfolio Score | *Transferred from Portfolio Scoring Form* |

Total Practice Score | *Average of VAL-ED Score and Portfolio Score* |

5. **Lead with Integrity**

VAL-ED Score | *Imported from VAL-ED 2nd administration* |

Portfolio Score | *Transferred from Portfolio Scoring Form* |

Total Practice Score | *Average of VAL-ED Score and Portfolio Score* |

School Leadership Time: The School Leadership Time score is based on the following rating scale in VIDE attendance policy.

Attendance

1 Unsatisfactory	2 Satisfactory	3 Exceeds Standards	4 Outstanding
⭕	⭕	⭕	⭕
13 or more absences	9-12 absences	5-8 absences	0-4 absences

Tardiness

1 Unsatisfactory	2 Satisfactory	3 Exceeds Standards	4 Outstanding
⭕	⭕	⭕	⭕
13 or more tardies	9-12 tardies	5-8 tardies	0-4 tardies

TOTAL SCHOOL LEADERSHIP TIME | Average of the attendance and tardiness scores. |

TOTAL SUMMATIVE EVALUATION SCORE | TOTAL PRACTICE SCORE *.90 + SCHOOL LEADERSHIP SCORE * .10 |

PRINCIPAL SUMMATIVE RATING SCORE
The principal summative rating score will be determined after VIDE sets cut scores using the 2015-16 principal evaluation data.

Superintendent Comments:

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