

# U.S. VIRGIN ISLANDS Principal Evaluation Guidebook



## U.S. Virgin Islands Principal Evaluation Guidebook

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November 2015

### **Acknowledgments**

The *U.S. Virgin Islands Principal Evaluation Guidebook* was written by Matthew Clifford, Tammie Knights and Jenni Flpaza of American Institutes for Research, through a contract with the Florida and the Islands Comprehensive Center at ETS, and adapted by Allison Layland of the Florida and the Islands Comprehensive Center at ETS. The contents reflect the ideas and opinions of U.S. Virgin Islands educators, who generously provided their time and ideas in reviewing the document.

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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.

A handwritten signature in blue ink that reads "Sharon Ann McCollum".

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**

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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?

The guidebook provides principals and 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



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 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@sttj.k12.vi](mailto:evalquestions@sttj.k12.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.

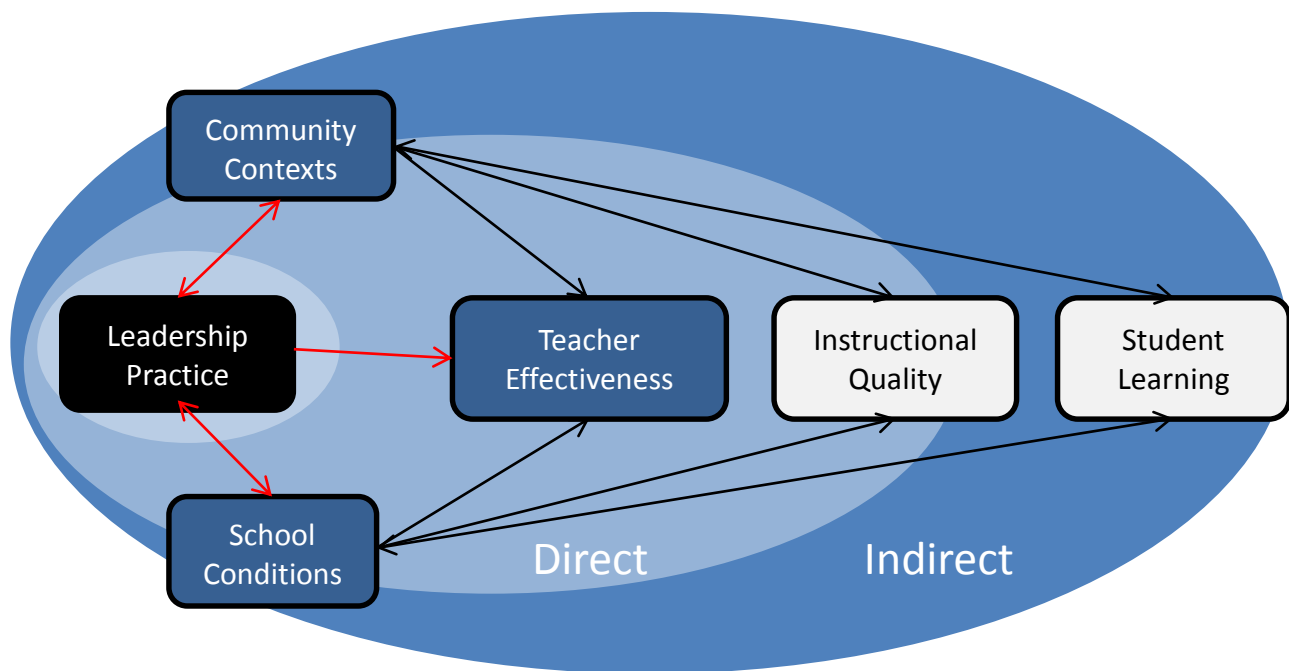
The principal evaluation process is based on research on the influence of principal practice on schools, teaching, and learning. Research investigators note that school-level leadership is the second most influential factor on student achievement, after teaching quality (Hallinger & Heck, 1998; Leithwood, 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, & Feters, 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.



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.





*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

## 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:

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 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](http://www.ccsso.org).

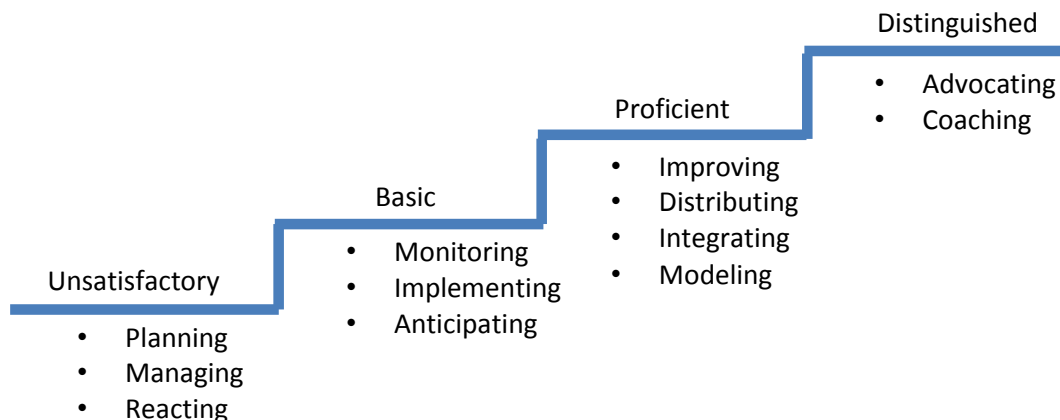
The *Five Essential Practices of School Leadership Framework* aligns with the ISLLC standards as shown in Table 1. Note that the sixth ISLLC standard is represented in all of the five essential practices at the *distinguished* level of performance.

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**.



*Figure 2. Overview of the Behaviors, Practices, and Skills That Characterize Each Performance Level. This figure denotes a progression of behaviors, practices and skills across levels of performance.*

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

Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans				
Element	Unsatisfactory The principal performing at the <i>unsatisfactory</i> level...	Basic The principal performing at the <i>basic</i> level also...	Proficient The principal performing at the <i>proficient</i> level also...	Distinguished The principal performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> <li>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.</li> <li>Ensures others reference the vision, mission, and goals when making organizational decisions.</li> <li>Shows evidence of enacting the school objectives by engaging with other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers input from a diverse set of stakeholders when creating or implementing the school vision, mission, and goals.</li> <li>Monitors school progress toward attaining the mission and goals, particularly with respect to the educational attainment of students who struggle.</li> </ul>	<ul style="list-style-type: none"> <li>Develops procedures for schoolwide reflection and collective action to improve the school to meet the vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches teacher leaders, assistant principals, or other principals on developing, enacting, and monitoring a mission, vision, and school improvement plan.</li> <li>Engages in district-level discussions about policy direction and learning objectives.</li> </ul>

Figure 3. The Five Essential Practices of School Leadership Rubric. This figure provides an example of the cumulative 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 not to be evaluated according to the process outlined in this guidebook.

**How is the principal evaluated?** All principals are evaluated using three measures: Observation, Principal Portfolio, which includes a Professional Growth Plan (PGP), and School Leadership Time as indicated by a principal's attendance. For the 2015-16 school year, the Vanderbilt Assessment of Leadership in Education (VAL-ED) survey is being used as formative information only and is not used in the final evaluation calculation.



**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. All superintendents and deputy superintendents 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 PGP), and School Leadership time indicated by a principal's attendance 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 PGP for growth and improvement. Results are also used for employment decisions. In addition, 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 PGP 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@sttj.k12.vi](mailto:evalquestions@sttj.k12.vi).

## The Three Practice Measures: How Evidence Is Collected

Using multiple measures increases assessment fairness and accuracy. The principal evaluation process uses three measures to assess performance on each practice: Observation, Principal Portfolio, and School Leadership Time. Each measure has been selected for its psychometric rigor, cost, and ease of use by VIDE. Table 2 displays the alignment between required principal evaluation measures and the *Five Essential Practices of School Leadership Framework*.

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
Portfolio					
Observation					
School Leadership Time					

**Observation** is a formal method of gathering evidence about performance. Two formal observations will be completed by the superintendent each academic year. Each observation is scored using the Instructional Feedback Observation Scoring Form. Table 3 shows the alignment between the Five Essential Practices of School Leadership and the Instructional Feedback Observation Performance Level Rubric. The scores from each observation are used in the final principal summative evaluation calculation. Refer to the *U. S. Virgin Islands Evaluator’s Manual for the Instructional Feedback Observation* for a detailed explanation of the principal observation procedures and tools.

Table 3.

*Alignment of the Five Essential Practices of School Leadership and the Instructional Feedback Observation Performance Level Rubric*

Behavioral Indicator of the Instructional Feedback Observation Performance Level Rubric	Indicators for Essential Practice 2: Focus on Learning				
	Indicator 2.1A Improve the Instructional Program	Indicator 2.1B Improve the Instructional Program	Indicator 2.1C Improve the Instructional Program	Indicator 2.2 Support Teachers' Development of a Positive Classroom Climate	
1: Evidence Use					
2: Professional Interactions					
3: Differentiated Questioning					
4: Leading Conversations					
5: Written Feedback					
Behavioral Indicator of the Instructional Feedback Observation Performance Level Rubric	Indicators for Essential Practice 3: Manage Organizational Systems				
	Indicator 3.1B Manage the Organization al Structure	Indicator 3.1C Manage the Organizational Structure	Indicator 3.2A Lead and Develop Personnel	Indicator 3.2B Lead and Develop Personnel	Indicator 3.2C Lead and Develop Personnel
1: Evidence Use					
2: Professional Interactions					
3: Differentiated Questioning					
4: Leading Conversations					
5: Written Feedback					

**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 PGP. 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.

**School Leadership Time** is indicated by a principal's attendance. 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. School leadership time is scored using the rubric in the VIDE Attendance Policy. Table 4 displays the rubric used to score the school leadership time. A copy of the policy and the School Leadership Time Form are available on the VIDE EES portal at <http://tle.vide.vi>.

Table 4.

*School Leadership Time Rubric*

**Attendance**

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

For the 2015-16 school year, the Vanderbilt Assessment of Leadership in Education (VAL-ED) survey is being used as formative information only and is not used in the final evaluation calculation. 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). Table 5 below shows the alignment of VAL-ED with the Five Essentials of School Leadership.

Table 5.

*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
<b>Practice 1: Build Shared Purpose</b>						
1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans						
<b>Practice 2: Focus on Learning</b>						
2.1: Improve the Instructional Program						
2.2: Support Teachers' Development of a Positive Classroom Climate						
<b>Practice 3: Manage Organizational Systems</b>						
3.1: Manage the Organizational Structure						
3.2: Lead and Develop Personnel						
3.3: Manage Resources						
<b>Collaborate with Community</b>						
4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs						
<b>Lead with Integrity</b>						
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).



*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 calculated in *TalentEd*.

The Total Practice Score for the Five Essential Practices of School Leadership represents 90% of a principal's summative evaluation score. School Leadership Time 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 6 below represents the calculations.

Table 6.  
Calculations for the Principal Summative Evaluation Score

FIVE ESSENTIAL PRACTICES OF SCHOOL LEADERSHIP SUMMATIVE SCORE				
Essential Practice	Portfolio Score	Observation Score	Measures Subscore	Divisor Practice Score
Build Shared Purpose	(Score)	NA	(Sum of scores)	(Score)
Focus on Learning	(Score)	(Score)	(Sum of scores)	(Average of scores)
Manage Organizational Systems	(Score)	(Score)	(Sum of scores)	(Average of scores)
Collaborate with Community	(Score)	NA	(Sum of scores)	(Score)
Lead with Integrity	(Score)	NA	(Sum of scores)	(Score)
<b>TOTAL PRACTICE SCORE</b> = 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.				
<b>Attendance</b>				
<b>1</b> Unsatisfactory	<b>2</b> Satisfactory	<b>3</b> Exceeds Standards	<b>4</b> Outstanding	
13 or more absences	9-12 absences	5-8 absences	0-4 absences	
<b>TOTAL SCHOOL LEADERSHIP TIME</b> = the attendance score				
<b>TOTAL SUMMATIVE EVALUATION SCORE</b> = TOTAL PRACTICE SCORE *.90 + SCHOOL LEADERSHIP SCORE *.10				

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.

## 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 Evaluator’s Manual for the Instructional Feedback Observation

These documents, as well as other resources, are available on the VIDE EES web portal at <http://tle.vide.vi>. All required forms and resources, including checklists and guiding questions 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 PGP by using the PGP form. The supervisor explains the evaluation process to the principal and sets an evaluation calendar for the entire academic year. If it is possible, observation meetings can be scheduled at this time.
- **Step 2: Evidence gathering.** For the 2015-16 school year, 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 PGP completion.
- **Step 3: Mid-Year Check-In.** The superintendent convenes a midyear check-in meeting with the principal to share observation and VAL-ED (for the 2015-16 school year) results. The principal and superintendent discuss progress on the PGP and portfolio, and make adjustments as needed.
- **Step 4: Evidence gathering.** For the 2015-16 school year, 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 PGP 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 PGP for the following school year. The evaluation cycle then begins again.

Table 7 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 7.

*Annual Principal Evaluation Steps and Responsibilities*

Steps	Task	Principal	Superintendent	Teacher	VIDE
Principal Evaluation planning Meeting	Goal setting and evaluation orientation	Complete Portfolio Planning Form Finalize PGP	Complete Portfolio Planning Form Finalize PGP Set calendar	NA	Monitor progress
Evidence Gathering	VAL-ED survey (for the 2015-16 school year)	Complete VAL-ED	Complete VAL-ED (for the 2015-16 school year)	Complete VAL-ED (for the 2015-16 school year)	Support survey
	Principal 1 <sup>st</sup> observation	Notify teachers and obtain teacher consent Submit completed documents in TalentEd and to the superintendent	Schedule observation, review all documents provided by the principal before observation Observe and score	NA	Monitor progress
	Gather PGP and portfolio evidence	Gather evidence	NA	NA	Support portfolio

Steps	Task	Principal	Superintendent	Teacher	VIDE
Midyear Check-In	Check-in meeting	Discuss progress on Portfolio, PGP, and School Leadership Time Adjust goals and supports as needed	Discuss progress on Portfolio, PGP, 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 PGP Submit completed documents in TalentEd	Review completed documents when they are available	NA	NA
	VAL-ED survey	Complete VAL-ED (for the 2015-16 school year)	Complete VAL-ED (for the 2015-16 school year)	Complete VAL-ED	Support survey
	Principal 2 <sup>nd</sup> observation	Notify teachers and obtain teacher consent Submit completed documents in TalentEd and to the superintendent	Schedule observation, review all documents provided by the principal before observation Observe and score	NA	Monitor progress
	Portfolio review	Explain portfolio, including the PGP Discuss progress in meeting PGP goals Discuss evidence of school leadership practice	Review submitted documents Discuss progress in meeting PGP goals Discuss evidence of school leadership practice Provide feedback on PGP 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

## 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 (PGP). 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 PGP if it was not created at the summative meeting at the end of the previous school year, or revise the draft PGP 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. PGP
  - 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 PGP (see the SMART goal checklist)?
  - d. To what degree is the PGP ambitious?
  - e. To what degree is the PGP feasible?
  - f. Has the rationale for the PGP been discussed and completed?
  - g. To what degree are resources available for the PGP?
  - 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 PGP 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 PGP activities completion?
  - n. What is the timeline for learning application in the school?
  - o. Which aspects of the PGP 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?

## 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 PGP, 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](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 (PGP)

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:

Select the School Leadership Practice that will be demonstrated by the artifact.

School Leadership Practice Indicator:

Select Indicator related to the School Leadership Practice.

## Principal Professional Growth Plan Template SY15-16

### Instructions

The Principal Professional Growth Planning (PGP) Template is designed to facilitate the principal's professional development. The principal uses it to set PGP 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 PGP 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, achievable, relevant, and time-bound).

### 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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

School Leadership Practice Indicator Addressed:

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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>


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?



## Instructional Feedback Observation Performance Level Rubric


Behavioral Indicator 1: Evidence Use				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The principal or assistant principal provides the teacher with completed evaluation forms in writing.</p>	<p>The principal or assistant principal centers the conversation on evidence collected during the classroom observation.</p> <p>The principal or assistant principal accurately connects evidence with appropriate standards and indicators and uses vocabulary from the instructional framework.</p>	<p>The principal or assistant principal considers the teacher's interpretations of the observation evidence.</p> <p>The principal or assistant principal encourages teachers, either during pre-observation<sup>1</sup> or post-observation meetings, to bring additional evidence to determine effectiveness of observed teaching and learning.</p>	<p>The principal or assistant principal integrates observation evidence with teacher-provided evidence (e.g., student work related to observed lesson).</p>

<sup>1</sup> Evaluators can gather evidence for this indicator during their pre-observation meetings with the principal or by reviewing the principal and teacher's pre-observation meeting forms.

Behavioral Indicator 2: Professional Interactions				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The principal or assistant principal shows he/she is listening by making eye contact with the teacher throughout the meeting.</p> <p>The meeting environment allows the teacher and principal or assistant principal to view and edit documents.</p> <p>The principal or assistant principal provides undivided attention and minimizes disruptions.</p>	<p>The principal or assistant principal and teacher use respectful language, listen to each other when speaking, and respond to each other's viewpoints.</p> <p>The principal or assistant principal checks in with the teacher to ensure understanding and responds to the teacher's perspectives and needs.</p>	<p>The meeting is conversational and balanced, with the principal or assistant principal providing multiple opportunities for both the teacher and principal or assistant principal to discuss observed instructional practices.</p> <p>The principal or assistant principal engages with the teacher's responses by paraphrasing the teacher's statements to acknowledge, clarify, summarize, or help organize the teacher's thoughts.</p>	<p>The principal or assistant principal encourages and responds positively when the teacher pushes back on the principal's or assistant principal's suggestions or interpretations.</p> <p>The principal or assistant principal engages the teacher in conversation about taking instructional risks, and provides assurances that risk will be supported.</p>



Behavioral Indicator 3: Differentiated Questioning				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	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.
Behavioral Indicator 4: Leading Conversation				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	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 strength based on observation evidence and framework indicators.	<p>The conversation culminates in concrete action steps to improve practice immediately.</p> <p>The principal identifies 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).</p>	The principal discusses the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.

Behavioral Indicator 5: Written Feedback				
Indicator	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p>	<p>The written feedback references practices, evidence, or other information collected during the observation process as a rationale for ratings on each standard.</p> <p>The written feedback includes positive comments about the teacher's instructional performance.</p> <p>The written feedback uses vocabulary from the instructional framework.</p>	<p>The written feedback identifies at least one area of growth and one area of strength for instructional improvement.</p> <p>The written feedback clearly states actions that the teacher can take for instructional improvement and identifies timelines and evidence (in the professional growth plan).</p>	<p>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.</p>

## Behavioral Indicators Quick Reference

**Instructions:** The following graphic summarizes the core “look-fors” for each behavioral indicator in **Tool 3: Performance Level Rubric and Rating Form**. Use this “Quick Reference” in coding and analyzing data captured in **Tool 2: Information Collection Form**.

### 1. Evidence Use

- Centers the conversation on observation evidence
- Accurately aligns data to the framework and uses framework vocabulary
- Encourages teachers to bring additional evidence
- Integrates and considers teacher-provided evidence

### 2. Professional Interactions

- Provides focused attention (e.g., eye contact, minimizes disruptions)
- Uses appropriate communication skills (e.g., respectful language, listening, checks for understanding) to create a balanced conversation
- Encourages teacher voice and instructional risk-taking

### 3. Differentiated Questioning

- Asks factual questions (name or describe practice)
- Asks reflective questions that prompt explanation of thinking
- Asks questions that help create connections or brainstorm new strategies
- Asks reflective questions that examine the feasibility of new strategies

### 4. Leading Conversations

- Sets goals and outlines a plan for the conference
- Paces the conversation intentionally to focus on high priority feedback
- Ends conversation with concrete action steps and suggested resources
- Identifies school leadership actions to support the teacher’s growth

### 5. Written Feedback

- Completes observation forms and references evidence in scoring
- Uses instructional framework vocabulary and identifies areas for growth and areas of strength with concrete action steps for further improvement
- Identifies school leadership actions to support the teacher’s growth

## Instructional Feedback Observation Teacher Consent Form SY15-16

You are receiving this request because the superintendent or other observer would like to observe your principal or assistant principal providing instructional feedback during your teacher post-observation conference. We are asking that you voluntarily consent to allow the superintendent or other observer to observe your post-observation conference with the principal or assistant principal. The following information will help you to make an informed decision:

1. The purpose of the observation is to assess the principal's or assistant principal's 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. All observation notes will be kept confidential, and are intended to support principal or assistant principal instructional leadership growth only.
4. 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 or assistant principal, or superintendent office.

Please select one of the following choices and electronically sign and return the form to the requestor through TalentEd.

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

☐ **No.** I am not willing to participate in the principal or assistant principal observation.

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Signature

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Date

---

Print Name

## Instructional Feedback Pre-Observation Checklist SY15-16

The principal or assistant principal who is being observed notifies their evaluator that the following documents are ready for review. If the evaluator cannot access the forms in Talent Ed, the principal or assistant principal can save the documents in .pdf format and email them to the evaluator. The evaluator<sup>2</sup> reviews the documents before he or she observes the principal or assistant principal providing instructional feedback during a teacher's post-observation conference.

- \_\_\_\_\_ 1. A copy of the signed teacher observation consent form, which will allows the evaluator to observe the teacher post-observation feedback session that the principal or assistant principal will be conducting.
  
- \_\_\_\_\_ 2. A copy of the following completed teacher observation forms for the teacher that the principal or assistant principal will be providing instructional feedback to during the teacher's post observation conference that the evaluator will be observing:
  - Teacher Pre-observation Form SY 15-16 completed and submitted by the teacher before the classroom lesson was observed
  - Observation notes taken by the principal or assistant principal during the teacher classroom observation
  - Teacher Observation Danielson Framework for Teaching SY 15-16 form, which was used to score the teacher classroom observation. (This form should have been saved in TalentEd using the Save Progress button, not the Save & Submit button)
  - Teacher Post-observation Reflection Form SY 15-16 completed and submitted by the teacher before the classroom lesson was observed






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<sup>2</sup> In the U.S. Virgin Islands, district superintendents evaluate principals assigned to schools in their districts, whereas school principals evaluate the assistant principals assigned to their schools. Throughout the document evaluator refers to either the superintendent evaluating a principal or the principal evaluating an assistant principal.

## Instructional Feedback Observation Scoring Form

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

### Behavioral Indicator 1: Evidence Use \*

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

Evidence:

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






Behavioral Indicator 2: Professional Interactions \*

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

Evidence:

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

Behavioral Indicator 3: Differentiated Questioning \*






1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>The principal or assistant 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.</p>	 <p>The principal or assistant principal asks reflective questions that prompt the teacher to reflect on evidence and the rubric, and to explain his or her thinking.</p>	 <p>The principal or assistant 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.</p>	 <p>The principal or assistant principal asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative strategies and their implementation in the classroom.</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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








Behavioral Indicator 4: Leading Conversations \*

1=Unsatisfactory	2=Developing	3=Proficient	4=Distinguished	Not Observed
 <p>The principal or assistant principal prepares for the conversation by identifying meeting goals and developing a short outline for the meeting.</p>	 <p>The principal or assistant principal paces the conversation to focus primarily on no more than two areas of growth and two areas of strength based on observation evidence and framework indicators.</p>	 <p>The conversation culminates in concrete action steps to improve practice immediately. The principal or assistant principal identifies 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).</p>	 <p>The principal or assistant principal discusses the actions that school leadership (e.g., principal or assistant principal, other administrators, teacher leaders, instructional coach) will take to support the teacher in improving performance.</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

Behavioral Indicator 5: Written Feedback \*

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
 <p>The observation summary and scoring forms are complete and reference evidence collected through the observation process.</p>	 <p>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 comments about the teacher's instructional performance. The written feedback uses vocabulary from the instructional framework.</p>	 <p>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 timelines and evidence (in the professional growth plan).</p>	 <p>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.</p>	 <p>If the component is not observed during the principal or assistant principal observation, no score is assigned or used in the total domain score.</p>

Evidence:

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

### Total Instructional Feedback Observation Score

*Average of behavioral indicator scores*

Field value will be calculated upon Save Progress.

### Evaluator Feedback: \*

Attachment #1 [Delete](#)

Attachment #2 [Delete](#)

Attachment #3 [Delete](#)

If the attachment will not upload properly, [click here](#) to try the alternate version.

## **Instructional Feedback Post-Observation Guiding Questions**

### **Instructions**

The post-observation conference is convened after each principal or assistant principal observation. The post-observation conversation (a) encourages principal and assistant principal reflection on instructional feedback practice in light of performance evidence, (b) provides principals and assistant principals performance feedback from their evaluator, and (c) explains how observation results will be used to support continued growth.

The following questions are provided as a resource to guide the post-observation discussion.

### **Questions**

1. To what degree was the teacher post-observation conference typical of the principal's or assistant principal's practice of providing instructional feedback to teachers? What, if anything, was not typical?
2. To what extent did the principal or assistant principal meet his or her goals for this teacher post-observation conference, both in terms of work to support this teacher's growth and efforts to improve instructional leadership?
3. Reflecting upon this teacher post-observation conference, what does the principal or assistant principal consider as strengths in terms of providing instructional feedback?
4. Reflecting upon this teacher post-observation conference, what does the principal or assistant principal consider his or her growth areas, or areas for improvement, in providing instructional feedback?
5. What supports does the principal or assistant principal think are needed in order to improve his or her instructional leadership in the area of providing instructional feedback?

## 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 PGP, 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 PGP 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 (for the 2015-16 school year)

- 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 PGP learning goals?
- Does the PGP 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. PGP
  - 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 PGP?
- h. If changes have occurred, what revisions should be made to PGP and why?
- i. What supports do you need to progress on the PGP, 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?

## 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 (PGP), 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 2<sup>nd</sup> 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 PGP. The form is submitted in TalentEd by the superintendent and is available for review by the principal.

### Progress on Artifact Collection

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### Progress on PGP Goals

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### School Leadership Time as indicated by principal attendance

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### Challenges

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### Solutions/Adjustments Needed

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**Recommended Support/Assistance**

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**Other Comments**

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## Portfolio Review Meeting Guide SY15-16

The Portfolio Review meeting occurs during the 4<sup>th</sup> 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. PGP
  - 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 PGP for the next school year?

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

## Principal Professional Growth Plan Development Rubric SY15-16

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

<b>GROWTH PERSONAL LEARNING GOAL</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Goal</b>	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.
<b>The Essential Practice</b>	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.
<b>The Rationale</b>	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.
<b>The Learning Activity</b>	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.
<b>Application of Principal Learning</b>	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.
<b>The Outcome(s)</b>	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.

<b>Progress In Completing The Activity And Achieving The Goal</b>	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.
<b>Supports That Might Be Needed To Reach The Goal</b>	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.
<b>COLLABORATIVE LEARNING GOAL</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Goal</b>	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.
<b>The Essential Practice</b>	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.
<b>The Rationale</b>	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.
<b>The Learning Activity</b>	The learning activity is not connected to the collaborative goal.	The learning activity connects to the collaborative goal.	AND contributes to expanding on current effective principal leadership.	AND addresses school needs.
<b>Application of Principal Learning</b>	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.
<b>The Outcome(s)</b>	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.

<b>Progress In Completing The Activity And Achieving The Goal</b>	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.
<b>Supports That Might Be Needed To Reach The Goal</b>	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.
<b>PGP IMPLEMENTATION</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>OVERALL PRINCIPAL PROFESSIONAL GROWTH PLAN</b>	There is no PGP or the PGP is incomplete.	The PGP is at a basic level of development based on the PGP Rubric.	The PGP is at a proficient level of development based on the PGP Rubric.	The PGP is at a distinguished level of development based on the PGP Rubric.
<b>EVIDENCE</b>	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
<b>PRINCIPAL REFLECTION</b>	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.
<b>ENGAGEMENT</b>	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.

## 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.

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 is 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)***

## 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.



## Principal Summative Evaluation Form SY15-16

### 1. BUILD SHARED PURPOSE

Portfolio Score

*Transferred from Portfolio Scoring Form*

Total Practice Score

*Transferred from Portfolio Scoring Form*

### 2. FOCUS ON LEARNING

Portfolio Score

*Transferred from Portfolio Scoring Form*

Observation Score

*Average of 1<sup>st</sup> Observation score and 2<sup>nd</sup> Observation score*

Total Practice Score

*Average of Observation and Portfolio Score*

### 3. MANAGE ORGANIZATIONAL SYSTEMS

Portfolio Score

*Transferred from Portfolio Scoring Form*

Observation Score

*Average of 1<sup>st</sup> Observation score and 2<sup>nd</sup> Observation score*

Total Practice  
Score

*Average of Observation and Portfolio Score*

### 4. Collaborate with Community

Portfolio Score

*Transferred from Portfolio Scoring Form*

Total Practice Score

*Transferred from Portfolio Scoring Form*

## 5. Lead with Integrity

Portfolio Score

*Transferred from Portfolio Scoring Form*

Total Practice Score

*Transferred from Portfolio Scoring Form*

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

### Attendance

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

TOTAL SCHOOL LEADERSHIP TIME

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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