

**U.S. Virgin Islands Assistant Principal Evaluation Guidebook**

**2018-2019**

**Acknowledgments**

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Insert Commissioner LetterDear U.S. Virgin Islands Assistant Principal:

We believe that our Employee Effectiveness System 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 employee effectiveness system in the territory and to link that system to other human resource activities, such as professional development.

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

The task force determined that the new evaluation processes 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, equitable, and user-friendly.
* Establish and maintain a reflective dialogue among educators that recognizes strengths and weaknesses, leading to improved performance.

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

|  |  |
| --- | --- |
| Joanna Brow, Principal  Tracy Callwood, VIDE Human Resources  Michael Harrigan, Deputy Superintendent  Stefan Jurgen, Principal  Yvette McMahon-Arnold, VIDE Instructional Development  Christa-Ann Molloy, Assistant Principal  Desha Powell, Assistant Principal  Ludence Romney, Coordinator  Everett Ryan, Coordinator  Dionne Wells, Superintendent  Cheryl Willocks, Director of Curriculum and Instruction  Judy King-Edmeade, Assistant Principal  Faith George, Assistant Superintendent  Symra Dee Brown, Principal  Vincent Gordon, Assistant Principal |  |

# Introduction

Assistant principals contribute to school culture, administrative effectiveness, and teaching improvement. For many, becoming an assistant principal fulfills a career ambition, and others view the position as an apprenticeship to becoming a principal or other school-level leader. Whatever their ambitions, assistant principals play an essential role in leading schools by overseeing school-wide programs, supervising teachers, leading change efforts, and participating on school leadership teams.



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

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

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 assistant principals as part of the VIDE Employee Effectiveness System (EES). The intent of the EES evaluation process for assistant principals is to sustain and grow school leadership talent.

The procedures outlined in this document, the ***U.S.* *Virgin Islands Assistant Principal Evaluation Guidebook*** foster collaboration, trust, and conversation about the practices of assistant principals and their principals, while maintaining a sense of accountability in assistant principals to exhibit great leadership, and in principals to support assistant principals’ growth. The guidebook answers the following questions:

* How will assistant 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?

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 EES process is managed through TalentEd, the VIDE electronic performance management system. More information about TalentEd and the assistant principal evaluation process can be accessed on the  [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html). Additional questions may be directed to the EES Program Manager in the St. Thomas/St. John or St. Croix district office.

# Setting Expectations: The Business Rules

Evaluation is a systematic method of documenting job performance for the purpose of ascertaining its quality, extending professional supports, and making human resources decisions. Evaluation is one important component of the efforts of the U.S. Virgin Islands to build and maintain a highly talented educator workforce. Other components include educator certification, preparation, professional development, and retention processes.

Evaluation always has been an aspect of educators’ work in the U.S. Virgin Islands. The VIDE business rules outline the assistant principal evaluation process. VIDE has evaluated assistant principals in accordance with the language in the labor contract, and the U.S. Virgin Islands EES evaluation process for assistant principals is commensurate with that language. Educator evaluation has also been an important federal initiative. The U.S. Virgin Islands assistant principal evaluation process adheres to federal guidelines for educator evaluation design. The following information describes the assistant principal evaluation business rules.

**Who is evaluated?** All assistant principals are evaluated using the U.S. Virgin Islands EES evaluation process for assistant principals. Previous performance, years of professional experience, and organization type (e.g., elementary school) do not affect the use of the evaluation process. In the U.S. Virgin Islands, an assistant principal is responsible for portions of school operations and programs, and officially holds the position of assistant principal. In some cases, an assistant principal will assume all principal responsibilities for a period of time and then is called an *interim principal*. Should the assistant principal be an interim principal for two or more consecutive quarters in a school year, the assistant principal’s performance will be evaluated according to the principal evaluation process.

**Who evaluates assistant principals?** In the U.S. Virgin Islands, the principal is responsible for evaluating assistant principals. The principal oversees and completes the evaluation process each year. All principals complete training in order to evaluate assistant principals.

**How often are assistant principals evaluated?** All assistant principals will complete the evaluation cycle each year. Two formal observations, an Assistant Principal Portfolio (including a professional growth plan), and Employee Time, as indicated by an assistant principal’s attendance and punctuality, constitute the annual evaluation process for all assistant principals.

**How, if at all, is the evaluation differentiated?** All assistant principals, regardless of previous performance or experience level, are evaluated the same way and according to the same set of standards. However, within the evaluation process, assistant principals collaborate with the principal on individual choices regarding their portfolio.

**How will results be used?** Assistant principals receive evaluation feedback from principals each year during a Summative Meeting convened at the end of the school year. Feedback is intended to document and improve performance. The assistant principal and principal discuss areas of improvement and growth, as well as possible goals linked directly to evaluation results to include in the professional growth plan for the following school year. VIDE will use evaluation results to make personnel decisions. In addition, VIDE uses performance data to think strategically about professional development programs, preparation programs, and other workforce issues.

**What is a Professional Growth Plan (PGP)?** Like all of the educators and employees of the VIDE, assistant principals complete a Professional Growth Plan (PGP) each year, regardless of previous performance or years of experience. The PGP addresses two learning goals: a Professional Growth Goal and a Collaborative Goal, which are linked to evaluation results and school or district improvement plans. Assistant principals are evaluated on the degree to which the PGP has been completed and they have engaged in and achieved their professional learning. The PGP is an artifact in the assistant principal portfolio.

**What happens if an assistant principal receives an unsatisfactory rating?**

If an assistant principal receives one “unsatisfactory” rating in any essential practice, the principal and assistant principal create an improvement plan to address performance. The assistant principal is responsible for enacting the plan immediately, and the principal is responsible for increasing support and monitoring. Failure to enact the improvement plan or improve performance within the required time period may negatively impact personnel decisions. This business rule is commensurate with the labor agreement.

**What happens if an assistant principal receives a basic rating?** If an assistant principal receives a “basic” rating in one or more practices, the principal and assistant principal utilize the PGP for improvement, and the principal increases support and monitoring. Failure to improve performance above the basic level by the next summative evaluation meeting may negatively impact personnel decisions.

**What happens if disagreements occur about evaluation results?** If an assistant principal disagrees with evaluation results, he or she should acknowledge receipt of results by electronically signing the required forms and discuss areas of disagreement with the principal. Should disagreements persist, the assistant principal may file an appeal following the VIDE procedures.

**When will the evaluation occur and how much time will the evaluation require?** The evaluation is conducted throughout each school year**.** VIDE determines the timeline for each evaluation process once the school calendar has been approved for the school year. Please refer to the Portal for the current year’s timeline.

# The Focus of Assistant Principal Evaluation

The U.S. Virgin Islands assistant principal evaluation process measures the quality of *practice,* which is comprised of the assistant principal’s daily actions or performance that can be observed and measured. The process does *not* include *outcomes or results measures*, which may include student learning gains or school culture improvements. An evaluation that focuses on practice provides detailed feedback to assistant principals on the things that they can control in order to improve.



The assistant principal evaluation process focuses on *practice,* which is the assistant principal’s daily work. The Joint Committee on Standards for Educational Evaluation (2014) recommended performance evaluations focus on practice to provide detailed feedback on things which educators can control.

# The Standards

VIDE adopted the Professional Standards for Educational Leaders (PSEL), which were released in 2015. The PSEL address the current context of public education as well as recent research that examines the impact of school and district administrators on teaching and learning. The PSEL intend to inform the work of school leaders and central office administrators. The standards are as follows:

1. **Mission, Vision, and Core Values**: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. **Ethics and Professional Norms**: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
3. **Equity and Cultural Responsiveness**: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
4. **Curriculum, Instruction, and Assessment**: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
5. **Community of Care and Support for Students**: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. **Professional Capacity of School Personnel**: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
7. **Professional Community for Teachers and Staff**: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
8. **Meaningful Engagement of Families and Community**: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
9. **Operations and Management**: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
10. **School Improvement**: Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

# The Framework

Frameworks are the backbone of evaluation systems. A framework is a rubric that describes standards of practice in observable and measurable terms and articulates a performance progression, or levels of performance. They focus the evaluation on practices that are most important. The ***U.S. Virgin Islands Performance Evaluation Framework for Assistant Principals*** (AP Framework) describes school leadership practices of assistant principals in the U.S. Virgin Islands.

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*The Professional Standards for Educational Leaders* is available on the EES Portal and at [www.npbea.org](http://www.npbea.org)

*The Five Essential Practices of School Leadership: The U.S. Virgin Islands Performance Evaluation Framework for Assistant Principals* can be downloaded from the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html).

The AP Framework, originally developed by American Institutes for Research and adapted for the U.S. Virgin Islands, is a research-based framework that focuses the assistant principal evaluation on leadership practices that matter most for improving schools, teaching, and learning (Clifford, 2014). The AP Framework describes assistant principal practices in observable and measurable terms, articulates a progression of performance levels, and reflects school context in the U.S. Virgin Islands. The essential practices in the ***U.S. Virgin Islands Performance Evaluation Framework for Assistant Principals*** (AP Framework) are:

1. **Build shared purpose.** The leader develops a compelling, shared organizational vision and ensures 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 and emotional development.
3. **Manage organizational resources.** The leader acts strategically and systematically to create teaching and learning conditions that are safe and supportive by aligning financial resources, human capital, data, and other resources.
4. **Collaborate with community.** The leader ensures that 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.

These practices also describe the work of principals, but the AP Framework is substantively different from the framework used for principal evaluation and reflection. For assistant principals, the AP Framework communicates performance expectations and promotes self-reflection. Principals use the AP Framework to score assistant principal practices on the basis of evidence collected with observation, portfolio, and employee time measures.

Table 1 below displays the alignment between the AP Framework and the Professional Standards for Educational Leaders (PSEL).

Table 1.

*Alignment between the PSEL and the Five Essential Practices of School Leadership in the U.S. Virgin Islands Performance Evaluation Framework for Assistant Principals*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Professional Standards for Educational Leaders | **The Five Essential Practices of School Leadership** | | | | |
| Build shared purpose | Focus on learning | Manage organizational systems | Collaborate with community | Lead with integrity |
| Mission, Vision, and Core Values |  |  |  |  |  |
| Ethics and Professional Norms |  |  |  |  |  |
| Equity and Cultural Responsiveness |  |  |  |  |  |
| Curriculum, Instruction, and Assessment |  |  |  |  |  |
| Community of Care and Support for Students |  |  |  |  |  |
| Professional Capacity of School Personnel |  |  |  |  |  |
| Professional Community for Teachers and Staff |  |  |  |  |  |
| Meaningful Engagement of Families and Community |  |  |  |  |  |
| Operations and Management |  |  |  |  |  |
| School Improvement |  |  |  |  |  |

The AP Framework provides detailed performance information for assistant principals when used according to the process outlined in this document. When reflecting on practice or assessing performance, assistant principals and principals refer to the *indicators* and *elements* in the AP Framework for specific behaviors. Taken together, multiple elements describe performance on a given indicator, and multiple indicators combine to describe a practice. In the assistant principal evaluation process, measures are aligned to elements and indicators. Assistant principals receive feedback on performance at the practice level.

The AP Framework uses performance ratings of *Unsatisfactory, Basic, Proficient, and Distinguished.* When reading the AP Framework,it is important to understand that the rubric is cumulative. This means that *only by displaying evidence of performance at all the lower level(s) can the assistant principal attain the highest level of performance*. (Figure 1)

Practice is the biggest grain size.



Each Indicator describes part of the practice.

*Figure 1.* Example of Assistant Principals Framework Design. This figure displays the indicator and elements for a practice in the *U.S. Virgin Islands Performance Evaluation Framework for Assistant Principals*.

Elements combine to describe the indicator.

# The Practice Measures: How Evidence Is Collected

The U.S. Virgin Islands assistant principal evaluation process uses multiple measures to assess performance on each practice. Using multiple measures in prescribed ways increases assessment fairness and accuracy. The measures used in the U.S. Virgin Islands assistant principal evaluation process are: observation, portfolio, and employee time.



Measures gather evidence of performance for evaluation purposes.

**Measure 1: Observation**

**Observation** is a formal method of gathering evidence about performance. Each assistant principal is observed formally twice a year, once each semester. One of the observations MUST be an Instructional Feedback Observation during which the principal observes the assistant principal providing instructional feedback to a teacher during the teacher’s post-observation conference. The instructional feedback observation process is detailed in the ***U.S. Virgin Islands Evaluator’s Manual for the Instructional Feedback Observation*.** The resource can be found on the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html). Prior to the observation, the assistant principal should review the *Instructional Observation Scoring Form* (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html)). This form displays the rubric that is used to score the assistant principal’s performance during the teacher’s post-observation conference. Reviewing this form ensures that the assistant principal is familiar with how he or she will be rated by the principal. The principal schedules a post-observation conference after the observation. The assistant principal completes the *Instructional Feedback Observation Reflection Form* prior to the post-conference (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html)).

Figure 2 displays the instructional feedback observation cycle.

*Figure 2.* The Instructional Feedback Observation Cycle. This figure displays the steps in the instructional feedback observation process.

The second observation can be another Instructional Feedback Observation, or the second observation can have a different focus based on the assistant principal’s specific role and responsibilities in his or her school.

If the second observation is **not** an Instructional Feedback Observation, the assistant principal completes the *Non-Instructional Observation Planning Form.* The assistant principal records the focus of the observation and identifies **two** **practices** to be observed. If the principal feels that further clarification is needed, a pre-conference may be scheduled prior to the observation.

After the observation, the assistant principal completes the *Non-Instructional Observation Reflection Form* to prepare for the post-conference with the principal. These forms can be found on TalentEd and on the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html).

Figure 3 displays the non-instructional observation cycle.

*Figure 3.* Non-Instructional Observation Cycle. In this figure, the purple and orange ovals represent steps unique to the non-instructional observation.

Observations are one of the three measures used in the calculation of the final summative score for the assistant principal’s evaluation (Table 5).

**Measure 2: Assistant Principal Portfolio**

All assistant principals are required to develop and share a portfolio as part of their annual evaluation. The Portfoliois a collection of artifacts that demonstrates performance related to leadership practices and indicators detailed in *The Five Essential Practices of School Leadership: The U.S. Virgin Islands Performance Evaluation Framework for Assistant Principals* (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html)). The artifacts are specifically related to the role and responsibilities of the assistant principal, and are intended to cohesively represent assistant principal practice as opposed to being a random document collection focused solely on accomplishments. Evidence for all of the practices and indicators in the AP Framework must be provided in the Assistant Principal Portfolio. Artifacts for the portfolio are submitted and managed in BriteLocker, the electronic storage software accessed through TalentEd.

**Terms-1**

What is a Portfolio?

A portfolio is a collection of strategically chosen artifacts created and used in the everyday routines of an assistant principal, which are assembled and explained by the assistant principal for the purpose of performance evaluation.

**Artifact*s***

Because there are so many artifacts created through normal leadership practice during a typical school year, “high density” artifacts, i.e. those that demonstrate a range of an assistant principal’s performance related to multiple practices and indicators of the AP Framework, should be submitted. Selection of high density artifacts minimizes the amount of evidence collected and reviewed, yet together can represent all essential practices related to school leadership. Table ­­2 highlights the general characteristics of a high quality artifact.

Table 2.

*What Makes a Quality Artifact?*

|  |  |  |  |
| --- | --- | --- | --- |
| **Weak Artifact Evidence** | **Moderate Artifact Evidence** | **Sufficient Artifact Evidence** | **Strong Artifact Evidence** |
| Artifacts are provided, but it is not clear how the artifacts demonstrate evidence for the behaviors described in the element or artifacts are unlikely to display a range of practice. No explanation is included. | Artifacts provide clear evidence for part of the behavioral descriptors in the element and a range of practice quality is likely to be observed. Artifacts require an explanation for selection. | Artifacts provide clear evidence for more than half of the behavioral descriptors in the indicators, and an appropriate rationale is provided. A range of performance can be observed. | Artifacts provide clear evidence for all the behavioral descriptors in the indicators, and an appropriate rationale is provided. A range of performance can be observed. |

With input from assistant principals and principals from both school districts, the VIDE leadership identified **five artifacts** for the Assistant Principal Portfolio to be systematically reviewed and scored by the principal. The artifacts include both common artifacts (documents that are the same for all assistant principals) as well as unique artifacts (documents that may address the same essential practice but are unique to each assistant principal given the context of the school and his or her specific role and responsibilities).

**The Portfolio Process**

The Assistant Principal Portfolio process (see Figure 4) encourages reflection through coordination and collaboration with the principal. Each assistant principal engages in planning, collecting artifacts, and sharing a portfolio to demonstrate distinguished performance on the five essential practices in the AP Framework.

*Figure 4.* The Portfolio Process. This figure depicts the portfolio process for assistant principals.

This section explains the five steps in the portfolio process:

***Step 1. Portfolio Planning***

The portfolio is the focus of the evaluation planning that occurs at the beginning of the school year. Using the *Evaluation Planning Form* in TalentEd, the assistant principal develops goals to build his or her leadership skills and lists possible artifacts that will demonstrate his or her leadership performance. The assistant principal also chooses an area of responsibility to provide an additional opportunity for him or her to demonstrate leadership. The principal approves all items on the form **or** schedules an Evaluation Planning Meeting if further feedback or clarification is needed. (The *Evaluation Planning Form* is also available on the [EES Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html).)

***Step 2. Evidence Gathering***

The portfolio is assembled throughout the school year and shared with the principal near the end of the school year. The portfolio is managed through TalentEd, VIDE’s performance management system, and BriteLocker, the electronic storage software.

The artifacts represent multiple aspects of school leadership practices (dense), and they focus on important aspects of leadership in the U. S. Virgin Islands. Both **common** and **unique** artifacts are listed in Table 3 and further described below the table. Descriptions include the leadership practice(s) for which the artifacts provide evidence of performance.

Table 3.

*Artifacts for Assistant Principal Portfolios*

|  |  |
| --- | --- |
| **REQUIRED ARTIFACTS** | **TYPE OF ARTIFACT** |
| 1. **Professional Growth Plan** | **Common:** All assistant principals include a Professional Growth Plan using the template in *TalentEd.* |
| 1. **A set of completed documents for one teacher’s evaluation** | **Common:** All assistant principals will select one teacher for whom an evaluation has been completed and include a complete set of evaluation documents. |
| 1. **Student Discipline** | **Unique:** Each assistant principal chooses an artifact related to student discipline to include in the portfolio. |
| 1. **Professional Learning Communities Artifact** | **Unique:** Each assistant principal chooses an artifact related to professional learning communities to include in the portfolio. |
| 1. **Choice Artifact** | **Unique:** Each assistant principal chooses one additional artifact to include in the portfolio. |

#### **Artifact 1: Professional Growth Plan**

All assistant principals are responsible for completing an annual Professional Growth Plan (PGP), which describes professional learning goals, and evidence of completion of professional learning activities and application of the learning in the school context. The PGP is reflective of the following essential practice of school leadership:

* **Lead with Integrity Indicator 5.1:** Demonstrate Personal and Professional Responsibility

The purpose of the PGP is to advance an assistant principal’s *leadership practice*. The PGP is designed to foster reflection, collaboration, and accountability. The process is similar to the principals’ Professional Growth Plan in that an assistant principal develops goals based on previous evaluation data and reflection, identifies and completes professional learning activities, applies the learning to current practice, and reflects on knowledge and skills learned and their impact on his or her school leadership practice.

##### Developing the PGP. Assistant Principals should refer to the Professional Growth Plan Development Rubric in the creation of their PGP, as this will inform the scoring of the PGP. This resource is available on the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html). The goals are recorded on the Evaluation Planning Form under Artifact 1. Two goals must be included in the plan:

* **Professional Growth Goal:** A goal for the assistant principal that addresses an area of growth or improvement informed by self-reflection using the AP Framework, previous evaluation results (if available), and other available data.
* **Collaborative Goal:** A team of assistant principals, or the assistant principal and other school leaders (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a 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 goal and rationale would be the same for all of the team members; however, each assistant principal is responsible for identifying and completing the appropriate professional learning activities, collecting evidence, using new skills and knowledge, and reflecting on impact on practice.

The goals should be written as **SMART** goals (see Table 4). The PGP goals should focus on areas for continued growth related to *the assistant principal’s professional practices* (e.g., planning programs, communicating to staff, etc.). Sample goals are available in the Resources on the EES Portal.

Table 4.

*Defining SMART Goals*

|  |  |  |
| --- | --- | --- |
| **S** | **Specific**: Steps to be taken are well defined. | Who will be involved?  What do you want to accomplish?  Where and when will the learning take place? |
| **M** | **Measurable**: Progress can be monitored. | What criteria will be used to measure progress toward goal attainment? |
| **A** | **Achievable**: Activities can be accomplished within the time allowed. | What are the requirements and/or constraints?  Why are the goals achievable yet challenging? |
| **R** | **Relevant**: The goal is specific to the professional role. | How does the goal tie into key responsibilities? |
| **T** | **Time-bound**: Start and completion dates are clearly defined. | When will professional development activities occur?  What are the deadlines for each activity? When will the learning be applied? |

*Professional Learning Activities.* Professional learning activities, application of the learning, anticipated outcome, and a target completion date are identified for each goal. When selecting professional learning activities, the assistant principal should consider activities such as workshops, university courses, coaching, mentoring, research, and Professional Learning Communities, any of which may be face-to-face or virtual.

*Measures of Progress and Success.* The assistant principal also identifies how progress towards achieving each goal will be demonstrated and how he or she can show the completion of each learning activity. The emphasis is not only on the learning, but also on applying the learning to improve one’s leadership practice. Ultimately, improved leadership practice should impact the practice of others within the school.

##### Completing the PGP. Although the PGP is developed in TalentEd at the beginning of the school year, it may be revised on an as-needed basis. Throughout the school year, the assistant principal completes the professional learning activities, applies learning to meet goals, collects evidence to demonstrate completion of the PGP, and reflects on the impact on his or her practice. Evidence is uploaded into BriteLocker through TalentEd. The PGP is reviewed and scored using the Professional Growth Plan Scoring Form.

#### **Artifact 2: A Set of Completed Documents for One Teacher’s Evaluation**

An important aspect of an assistant principal’s work is instructional leadership. Assistant principals can have a positive impact on student learning by helping teachers improve their teaching practices. Through the teacher evaluation process, assistant principals are able to observe teachers, provide constructive feedback to improve or expand instructional practices, and influence the quality of instruction throughout the school. As an artifact, the set of documents is reflective of the following essential practices of school leadership:

* **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

An assistant principal selects a completed teacher evaluation as the artifact. A complete set of teacher evaluation documents includes the following forms in TalentEd:

* Observation Scoring Form -1
* Observation Scoring Form -2
* Observation Scoring Form-3 (if the teacher is probationary)
* Professional Growth Plan Scoring Form
* Portfolio Scoring Form
* Summative Evaluation Form

**Artifact 3: Student Discipline**

Student discipline is an important focus of an assistant principal’s school leadership. The assistant principal chooses an artifact that best reflects school leadership related to his or her work in addressing school discipline and the following school leadership practices:

* + - * **Focus on Learning,** Indicator 2.2: Support Teacher’s Development of a Positive Classroom Climate
      * **Manage Organizational Systems**, Indicator 3.1:Manage the Organizational Systems
* **Collaborate with Community**, Indicator 4.1:Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

**Artifact 4: Professional Learning Communities Artifact**

Another area of focus identified for Assistant Principals is Professional Learning Communities. Assistant principals support professional learning communities through their school leadership. Each assistant principal chooses an artifact that reflects this support and the following school leadership practices:

* + - * **Build Shared Purpose,** Indicator 1.1: Support School Mission
      * **Focus on Learning,** Indicator 2.1:Improve the Instructional Program **and** 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: Choice Artifact**

The fifth artifact is one the assistant principal chooses to include. The assistant principal identifies the practice, indicator, and artifact to be included in the portfolio during Evaluation Planning.

Assistant principals should collect artifacts throughout the school year, rather than waiting until the third quarter. Waiting until the last minute can result in an incomplete collection of documents put together haphazardly that do not reflect distinguished performance. All artifacts for the Assistant Principal Portfolio must be uploaded as PDFs into **BriteLocker**throughTalentEd. Captions or brief descriptions should be included where necessary to ensure that principals can understand the relationship of the materials to the practice. Information and access to BriteLockercan be found on the EES Portal.

## *Step 3. Mid-Year Check-In*

The assistant principal completes and submits the *Mid-Year Checklist* in TalentEd. The checklist is used to indicate progress to date on the collection of artifacts for the portfolio and on completing the learning activities for the Professional Growth Plan. The form provides an opportunity for the assistant principal to comment on any challenges or supports needed to complete the portfolio or PGP. The assistant principal also self-assesses attendance and punctuality. The principal confirms receipt of the document.

***Step 4. Evidence Gathering***

After the Mid-Year Check-in, evidence collection for the portfolio continues. If changes were needed, the assistant principal reflects on any necessary adjustments to the portfolio or PGP and collects evidence of leadership practices based on those changes. Prior to the Portfolio Review, the assistant principal finalizes the portfolio by labeling and uploading the artifacts as PDFs into BriteLocker.

## *Step 5. Portfolio Review*

After the assistant principal has completed the portfolio and implemented the PGP learning activities, he or she completes and submits the *Portfolio and the Professional Growth Plan Reflection Forms* in preparation for the Portfolio Review Meeting. This meeting is an opportunity for the assistant principal to share and answer questions to ensure that the principal understands how the artifacts provide clear evidence of the essential leadership practices described in the AP Framework.

The discussion focuses on how effectively the artifact and explanation work *together* to demonstrate distinguished performance for the essential practice. The discussion also includes the assistant principal’s reflection on his or her performance. A thorough explanation provides the principal with enough information to score the portfolio fairly.

## Scoring the Assistant Principal Portfolio

Evidence provided through the portfolio comprises one of the three measures used in the calculation of the final summative score for the assistant principal’s evaluation (Table 5).

The *Portfolio Scoring Form* (see [EES Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html)) is used to score performance in relation to the Essential Practices. The artifacts aligned to each of the practices are identified on the form to assist the principal as he or she provides a rationale for each score. It will be important for the assistant principal to clearly indicate how Artifact 5, the choice artifact, aligns to a practice or practices to ensure that it is factored into a score(s). As a result of discussion during the Portfolio Review Meeting, the principal rates school leadership performance for each practice based on the evidence offered through the artifacts and the explanation provided by the assistant principal. Each practice score is automatically transferred to the appropriate box on the *Summative Evaluation Scoring Form.*

The principal scores the PGP goals using the *Professional Growth Plan Scoring Form* (see [EES Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html)). The overall score for the PGP is the average of the professional growth goal and collaborative goal scores. The PGP score is then transferred to Essential Practice 5: Lead with Integrity on the *Summative Evaluation Scoring Form*.

**Measure 3: Employee Time**

Being present is an important professional behavior for all employees of the VIDE. Assistant principals play a significant role in school leadership; therefore, it is important that each assistant principal is present. Employee Time is determined by attendance and punctuality, and follows the U.S. Virgin Islands Department of Education Personnel Attendance Policy.

The principal completes the *Employee Time Form* (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html))based on the assistant principal’s record of attendance in TimeForce and submits it through TalentEd beforethe Summative EvaluationMeeting. A copy of the U.S. Virgin Islands Department of Education Personnel Attendance Policy can be accessed on the VIDE website: [www.vide.vi](http://www.vide.vi/)

Each of the three measures discussed above (observation, portfolio, and employee time) contributes to the assistant principal evaluation. As Table 5 shows, observation of an assistant principal delivering instructional feedback provides evidence for two essential practices, Focus on Learning and Manage Organizational Resources. If the assistant principal proposes and principal agrees that the second observation will be focused on an activity that involves a non-instructional event, they will identify the two practices to be observed based on the nature of the activity. Although Employee Time aligns to all the essential practices, it represents 10% of the overall evaluation and thus is scored separately.

Table 5.

*Alignment between the Assistant Principal Evaluation Measures and the Five Essential Practices of School Leadership in the AP Framework*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Five Essential Practices of School Leadership** | | | | |
| **Measures** | **Build Shared Purpose** | **Focus on Learning** | **Manage Organizational Resources** | **Connect with Community** | **Lead with Integrity** |
| **Portfolio (including PGP)** |  |  |  |  |  |
| **Instructional Observation** |  |  |  |  |  |
| **Employee Time** |  |  |  |  |  |

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# Summative Scoring: How Scores Are Determined

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

The U.S. Virgin Islands assistant principal evaluation uses numerical scoring to report (a) practice-level scores and (b) an overall assistant principal performance score and rating. Each practice receives equal priority when scoring, regardless of previous performance or school situation. Thus, each of the five essential practices in the AP Framework is equally important to an assistant principal’s overall performance score (Figure 5).

The Five Essential Practices of School Leadership

*Figure 5.* The Five Essential Practices of School Leadership. The combination of all five practices provides a picture of assistant principal leadership.

The Total Practice Score for the Five Essential Practices of School Leadership represents 90% of an assistant principal’s summative evaluation score. Employee Time represents 10% of an assistant principal’s summative evaluation score. An assistant principal’s overall summative evaluation score is determined by multiplying the Total Practice Score by .90 and multiplying the Employee Time score by .10, and adding the two scores. Table 6 below represents the calculations.

The overall summative score is calculated automatically in *TalentEd* and used to determine a level of performance: *Unsatisfactory, Basic, Proficient, or Distinguished*. VIDE will set scoring ranges for the performance levels based upon data collected from all assistant principals after a year of implementation.

Table 6:

*Calculations for the Assistant Principal Summative Evaluation Score*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUMMATIVE EVALUATION SCORE** | | | | | |
| **Essential Practice** | **Portfolio Score** | **PGP**  **Score** | **Instructional Observation Score** | **Second Observation Score**  (limited to 2 practices ONLY) | **Practice**  **Score** |
| **Build Shared Purpose** | Score | N/A | N/A | Score | Average of scores |
| **Focus on Learning** | Score | N/A | Score | Score | Average of scores |
| **Manage Organizational Systems** | Score | N/A | Score | Score | Average of scores |
| **Collaborate with Community** | Score | N/A | N/A | Score | Average of scores |
| **Lead with Integrity** | Score | Score | N/A | Score | Average of scores |
| **TOTAL PRACTICE SCORE=** Sum of 5 Practice Scores/5 | | | | | |
| **EMPLOYEE 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 |   **EMPLOYEE TIME** = attendance | | | | | |
| **TOTAL SUMMATIVE EVALUATION SCORE** = TOTAL PRACTICE SCORE × .90 + EMPLOYEE TIME SCORE × .10 | | | | | |

During the Summative Evaluation Meeting, assistant principals are responsible for raising questions about scoring, and principals are responsible for explaining scores in ways that assistant principals understand. Should an assistant principal feel that scores are unfair or inaccurate, he or she may file an appeal following the VIDE procedures.

# Evaluation Process: How and When Evaluation Occurs

Fidelity to the evaluation process helps ensure fairness and accuracy. Forms and resources to complete the assistant principal evaluation process are found in TalentEd and on the [EES Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/290-assistant-principal-evaluation-process.html). All forms include specific directions.

Assistant principal evaluation is a cyclical process that repeats annually. The steps in the evaluation process are described below:

* **Step 1: Evaluation Planning.** The assistant principal reviews past performance, district or school plans, and the AP Framework at the beginning of the school year. The assistant principal completes the *Evaluation Planning Form* in TalentEd. The principal may schedule an Evaluation Planning Meeting.
* **Step 2: Evidence Gathering.** The principal observes the assistant principal’s performance providing instructional feedback to a teacher as part of the teacher’s post-observation conference. The assistant principal begins collecting artifacts for the portfolio, including evidence of PGP implementation.
* **Step 3: Mid-Year Check-In.** The assistant principal completes and submits the *Mid-Year Checklist* in TalentEd. The checklist is used to indicate progress to date on the collection of artifacts for the portfolio and progress on completing the learning activities in the Professional Growth Plan (PGP). The assistant principal also self-assesses attendance and punctuality. The principal confirms receipt of the form.
* **Step 4: Evidence Gathering.** The principal observes the assistant principal’s performance providing instructional feedback to a teacher or during an activity related to another aspect of the assistant principal’s leadership responsibilities. The assistant principal continues to collect artifacts for the portfolio, including evidence of completing learning activities listed on the PGP.
* **Step 5: Portfolio Review.** The principal schedules the Portfolio Review Meeting. The assistant principal finalizes and submits the portfolio and the *Portfolio and Professional Growth Plan Reflection Forms* to prepare for the Portfolio Review Meeting. The assistant principal and principal meet to discuss how the portfolio represents the assistant principal’s leadership practices.
* **Step 6: Summative Evaluation Meeting.** The principal reviews all evidence in preparation for the summative meeting. The assistant principal and principal meet to discuss scores, ratings, and goals for the next school year. The *Summative Evaluation Form* is signed electronically and submitted by the principal in TalentEd. The evaluation cycle then begins again at the start of the next school year.

Table 7 summarizes the annual responsibilities of the principal and assistant principal in the evaluation process.

Table 7:

*Annual Assistant Principal Evaluation Steps and Responsibilities*

|  |  |  |  |
| --- | --- | --- | --- |
| **Step** | **Task** | **Assistant Principal** | **Principal** |
| Evaluation  Planning | Evaluation Planning | Complete *Evaluation Planning Form*, and submit to principal in TalentEd. | Review the *Evaluation Planning Form*, schedule meeting *if* clarification is needed, and  Schedule 1st observation and set remaining dates in TalentEd. |
| Evidence Gathering | 1st Observation (Instructional Feedback) | Obtain signed *Teacher Consent Form* for the instructional feedback observation; provide teacher observation documents to the principal.  Complete *Observation Reflection Form* and submit in TalentEd prior to the post- conference. | Observe assistant principal using the *Instructional Feedback Observation Scoring Form* and save notes in TalentEd.  Schedule post-observation conference.  Discuss and score observation with assistant principal at post-conference. |
| Gathering Artifacts and PGP Evidence | Collect artifacts and implement PGP professional learning activities. | Provide support for portfolio and PGP. |
| Midyear Check-In | Checking Progress to Date | Complete and submit *Mid-Year Checklist*.  Document progress and adjust portfolio or PGP goals with principal if needed. | Confirm receipt of *Mid-Year Checklist*.  Adjust goals with assistant principal, if needed.  Schedule 2nd observation. |
| Evidence Gathering | 2nd Observation | For an instructional observation, obtain signed *Teacher Consent Form* and provide teacher observation documents to the principal.  **OR**  For a non-instructional observation, complete the *Non-Instructional Observation Planning Form*.  Complete the *Non-Instructional Observation Reflection Form* prior to post-conference. | Conduct pre-observation conference, if needed.  Use the *Non-Instructional or Instructional Scoring Form*, as appropriate, to observe assistant principal; save notes in TalentEd.  Schedule post-observation conference.  Discuss and score observation with assistant principal at post-conference. |
| Gathering Artifacts and PGP Evidence | Collect artifacts and implement PGP professional learning activities. | Provide support for portfolio and PGP. |
| Portfolio Review | Completing Portfolio and PGP | Upload artifacts to BriteLocker and complete *Portfolio Reflection Form*.  Upload evidence to BriteLocker and complete *Professional Growth Plan Reflection Form*.  Submit both forms prior to the Portfolio Review Meeting. | Schedule Portfolio Review Meeting.  Review artifacts/evidence in BriteLocker and reflection forms in TalentEd before Portfolio Review meeting. |
| Portfolio Review Meeting | Share portfolio and explain how artifacts reflect leadership practices. | Discuss artifacts and PGP evidence of learning activities with assistant principal  Complete and submit the *Professional Growth Plan Scoring Form* and the *Portfolio Scoring Form*. |
| End-of-Year Meeting | Summative Evaluation Meeting | Discuss performance, feedback, and scores  Collaborate with principal to plan for growth and/or improvement.  Electronically sign the *Summative Evaluation Form*. | Complete and submit *Employee Time Form.*  Discuss performance, feedback, and scores  Collaborate with assistant principal to plan for growth and/or improvement.  Complete and submit the *Summative Evaluation Form*. |

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**Glossary**

**BriteLocker** is the electronic storage system for uploading and organizing artifacts.

The **U.S. Virgin Islands Employee Effectiveness System (EES**) is the evaluation system for all VIDE employees. EES is a growth-oriented system that is focused on meaningful feedback for continuous improvement.

**Elements** describe specific performance on a given indicator in the USVI Special Education Administrator Performance Evaluation Framework.

**Essential Practices** align with the ISLLC standards and describe the leadership practices of special education administrators in the U.S. Virgin Islands.

**Evaluation** is a systematic, annual assessment of job performance.

**Feedback** is a specific, timely, data-driven exchange of information intended to guide improvement in employee performance.

A **Framework** is a rubric that describes practice in observable and measurable terms, and is used to determine levels of performance. A framework provides an overall structure for the evaluation system.

**Indicators** describe Essential Practices in the USVI Special Education Administrator Performance Evaluation Framework. One or more indicators may combine to describe an Essential Practice.

The[**Portal**](http://www.vide.vi/for-employees/educators-portal/vide-es.html)for the U.S. Virgin Islands Employee Effectiveness System (EES) provides access to information about the process for employee evaluation. It can be found on the Virgin Islands Department of Education [website](http://www.vide.vi) under the For Employees tab/ Effectiveness System. The [Portal](http://www.vide.vi/for-employees/educators-portal/vide-es.html) houses the evaluation calendar, guidebook, forms, resources, and other information and is organized by employee title, e.g., teacher, paraprofessional, librarian, guidance counselor, etc.

**Professional Growth Plan (PGP)** is a document used for planning and setting goals for professional learning that results in improved practice. The PGP is required for all employee evaluations by VIDE.

A **Rubric** describes practice and behaviors in observable and measurable terms and is used to determine levels of performance for the purpose of evaluation. Rubrics provide descriptors at four levels of performance to guide evaluation scoring and feedback.

The **Summative Evaluation Score** is the numerical score automatically calculated by TalentEd once the director of special education enters the scores for the Artifact Review (60%), the PGP (30%), and Employee Time (10%).

The **Summative Evaluation Rating** is determined once the final scores have been calculated. The performance levels will be identified using a chart that shows where scores fall on the continuum of Distinguished, Proficient, Basic, or Unsatisfactory. *Performance Level Ratings will be assigned after full implementation (not in the pilot year) and after data have been analyzed and cut scores, which are the numerical point at which one level ends and the next begins, are finalized.*

**TalentEd** is the electronic employee evaluation system.

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