# North Carolina School Executive: Principal Evaluation Process

The following materials have been designed to guide the Principal Evaluation Process for North Carolina's Public School Principals. Included in this packet are the following:

- ♦ Introductory and Explanatory Materials
- ◆ North Carolina Standards for School Executives (Not included in packet for NC State Board of Education meeting)
- ◆ Rubric for Evaluating Principals
- ♦ Summary Principal Evaluation Form
- ♦ North Carolina School Principal Goal-Setting Form

### **Introduction**

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. This mission requires a new vision of school leadership and dictates the need for a new type of school leader—an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations. Like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need principals who are adept at creating systems for change and building relationships with and across staff. These systems not only tap into the collective knowledge and insight they possess but also into the powerful relationships that stir their passions for their work with children. Out of these relationships the executive must create among staff a shared understanding for the purpose of the work of the school, its values that direct its action and commitment and ownership of a set of beliefs and goals that focus everyone's decision-making. This common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new principal will only be realized in the creation of a culture in which leadership:

- is distributed among all members of the school community;
- consists of open, honest communication;
- is focused on the use of data, teamwork, researched-based practices; and,
- uses modern tools to drive ethical and principled, goal-oriented action.

This culture of disciplined thought and action is rooted in the ability of the relationships among stakeholders to build a trusting, transparent environment that reduces stakeholders' sense of vulnerability as they address the challenges of transformational change.

#### The Purposes of the Evaluation

The principal performance evaluation process will:

- Serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders;
- Inform higher education programs in developing the content and requirements of degree programs that prepare future principals;
- Focus the goals and objectives of districts as they support, monitor and evaluate their principals;
- Guide professional development for principals;
- Serve as a tool in developing coaching and mentoring programs for principals.

#### **Definitions**

For purposes of this evaluation process, the following terms are defined below:

- 1. School Executives Principals licensed to work in the state of North Carolina.
- 2. *Self-Evaluation* Personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others.
- 3. *North Carolina School Executive Evaluation Rubric* A composite matrix of the standards, components and elements of the *North Carolina Standards for School Administrators* 
  - i. *Performance Standard* The distinct aspect of leadership or realm of activities which form the basis for the evaluation of a school executive.
  - ii. *Performance Elements* The sub-categories of performance embedded within the performance standard.

- iii. *Performance Descriptions* The specific performance responsibilities embedded within the components of each performance standard.
- 4. *Performance Goals* Goals for improvement in professional practice based on the self-evaluation or supervisor recommendation.
- 5. Data Factual information used as the basis for reasoning, discussion or planning.
- 6. Artifact A product resulting from a school leader's work

#### Possible artifacts are as follows:

- School Improvement Plan A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.
- School Improvement Team A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants and parents of children enrolled in the school whose purpose is to develop a school improvement plan to strengthen student performance.
- North Carolina Teacher Working Conditions Survey A statewide survey of teacher working conditions in five areas-time, empowerment, facilities and resources, leadership and professional development-conducted on a biennial basis <a href="https://www.ncteachingconditions.org">www.ncteachingconditions.org</a>.
- Student Achievement Data Student achievement/testing data available from the North Carolina School Report Card. <a href="www.ncschoolreportcard.org">www.ncschoolreportcard.org</a>.
- *Student Dropout Data* Grade 9-12 students who drop out of high school. www.ncpublicschools.org/research/dropouts/reports/.
- *Teacher Retention Data* The teacher turnover rate, including the distribution of inexperienced teachers.
- National Board Certified Teachers Teachers who have earned the prestigious National Board certification.
- *Professional Development* Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
- PTSA The school's parent, teacher, student association or similar organization.
- 7. *Evidence* Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
- 8. *Summary Evaluation Form* A composite assessment of the school executive's performance based on the evaluation rubric and supporting evidence.
- 9. *Performance Rating Scale* The following rating scale will be used for evaluating North Carolina school principals:

- **<u>Developing:</u>** Principal did not meet standards for performance, but demonstrated adequate growth toward meeting standards during the period of performance.
- **Proficient:** Principal demonstrated basic competence on standards of performance.
- <u>Accomplished:</u> Principal exceeded basic competence on standards for performance most of the time.
- <u>Distinguished:</u> Principal consistently and significantly exceeded basic competence on standards of performance.
- ♦ Not Evident/Not Demonstrated: Superintendent was not able to make a judgment about level of performance because
  - 1. The principal did not perform at a level that would provide data to demonstrate competence or adequate progress toward achieving a "Proficient" rating, **or**
  - 2. The superintendent did not have an opportunity to make such observations.

Note: If the "Not Evident/Not Demonstrated" rating is used, the superintendent must comment about why it was used.

- 10. *Code of Ethics for North Carolina Educators* The standards of professional conduct required of educators. <u>www.ncpublicschools.org/teacher\_education/ethics</u>
- 11. Code of Professional Practice and Conduct for North Carolina Educators The uniform standards of professional conduct for licensed professional educators.

  www.ncpublicschools.org/teacher\_education/conductcode

#### **Evaluation Process**

#### Principal Responsibilities:

- Know and understand the North Carolina School Executive Performance Standards.
- Understand the School Executive: Principal Evaluation Process.
- Prepare for the Pre-Evaluation Conference, including a self-evaluation, identification of performance goals, and identifying change initiatives underway at their school;
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.
- Participate in the Final Evaluation Conference.

#### Evaluator Responsibilities:

- Know and understand the North Carolina School Executive Performance Standards.
- Participate in training to understand and implement the Principal Evaluation Process.
- Supervise the Principal Evaluation Process and ensure that all steps in the process are conducted according to the agreed upon process.
- Identify the principal's strengths and areas for improvement and making recommendations for improvement.
- Ensure that the contents of the Principal Summary Evaluation Report contain accurate information and accurately reflect the principal's individual performance.

#### **Instructions for Principal Evaluation Process**

The intended purpose of the principal evaluation process is to focus on formative professional development in a collegial, non-threatening way to assess the principal's performance in relation to the Standards for School Executives. The principal will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering input from the various stakeholders with an interest in the leadership in the school. The input and evidence gathered by the principal is <u>not</u> intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards. The following outlines the principal evaluation process.

### **Step 1: Orientation**

At the beginning of the school year, the superintendent/designee conducts a group orientation with all of the district principals. At this orientation, each principal will be provided a complete set of materials outlining the evaluation process.

#### **Step 2: Pre-Evaluation Planning**

Principals will, individually and without input from anyone else, complete a self-assessment using NC School Executive: Principal Evaluation Rubric. This self-assessment will serve as the basis for the preliminary goals form, which should be completed prior to Step 3.

### **Step 3: Meeting with Superintendent/Designee**

Principals will meet individually with the district superintendent or a designee who has been delegated this responsibility to discuss the results of self evaluation, preliminary performance goals and the evidence and data to be gathered for the evaluation process. The principal and superintendent will agree on the data, evidence, and artifacts necessary to complete the evaluation process and confirm the principal's level of performance.

#### **Step 4: Data Collection**

The principal will collect the data agreed upon in step 3. This data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; document of professional development completed during the year; and other data to document achievement of performance goals. The district superintendent/designee will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community.

### **Step 5: Prepare a Consolidated Performance Assessment**

The principal will synthesize the information obtained under Step 4 in order to prepare a consolidated assessment, or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent/designee well in advance of the performance discussion at which final performance levels will be discussed.

# Step 6: Meeting Between Principal and Superintendent/Designee

The principal and superintendent/designee will meet at the school to discuss progress in completing the evaluation process. They will discuss the self-assessment, consolidated assessment, and superintendent's summary evaluation of the principal, which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion, the principal will have them readily available to share at that time. At this meeting, the principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Growth Plan.

# **Rubric for Evaluating North Carolina School Executives: Principals**

Standard 1: Strategic Leadership

Principals will create conditions that result in strategically re-imaging the school's vision, mission, and goals in the 21<sup>st</sup> century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway

a. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.				
Developing	Proficient Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated
Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter	and  Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff  Maintains a focus on the vision and strategic goals throughout the school year	and  Creates with stakeholders a vision for the school that captures peoples' attention and imagination  Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of	and  Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school  Initiates changes to vision and goals based on data to improve performance, school culture and school	(Comment Required)
<ul> <li>b. Leading Change: The print achievement for all students.</li> <li>Identifies changes</li> </ul>	cipal articulates a vision, and im  and  Systematically considers	the school's vision, mission, and strategic goals  plementation strategies, for important and  Adapts/varies leadership	rovements and changes which re  and  Is a driving force behind	sult in improved
necessary for the improvement of student learning	new and better ways of leading for improved student achievement and engages stakeholders in the change process	style according to the changing needs of the school and community  Is comfortable with major changes in implementing processes and accomplishing tasks  Routinely and systematically communicates the impacts of change processes to all stakeholders	major initiatives that help students acquire 21st century skills  Systematically challenges the status quo by leading change with potentially beneficial outcomes	

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
☐ Understands statutory requirements regarding the School Improvement Plan	□ Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives      □ Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan	□ Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education      □ Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives	and  Incorporates principles of continuous improvement and creative 21st century concepts for improvement into the School Improvement Plan	
d. Distributive Leadership:		s processes to distribute leadersh		out the school.
<ul> <li>□ Seeks input from a variety of stakeholder groups, including teachers and parents/guardians</li> <li>□ Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school</li> </ul>	and  Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction.  Provides leadership development activities for staff members	and  Ensures that parents/ guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision making process  Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision- making roles	and  Encourages staff members to accept leadership responsibilities outside of the school building  Incorporates teachers and support staff into leadership and decision- making roles in the school in ways that foster the career development of participating teachers	

## **Suggested Artifacts for Standard 1:**

School Improvement Plan
NC Teacher Working Conditions Survey
statements

Evidence of School Improvement Team Student achievement and testing data Statement of school vision, mission, values, beliefs and goals Evidence of stakeholder involvement in development of vision, mission, value, belief and goal

Evidence of shared decision-making and distributed leadership

# **Standard 2: Instructional Leadership**

Principals set high standards for the professional practice of 21<sup>st</sup> century instruction and assessment that result in a no-nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
☐ Collects and analyzes student assessment data in adherence with instructional and legal requirements ☐ Provides students access to a variety of 21st century instructional tools, including technology	∴ and      ☐ Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning      ☐ Organizes targeted opportunities for teachers to learn how to teach their subjects well      ☐ Ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems	and  Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning  Creates a culture that it is the responsibility of all staff to make sure that all students are successful	and  Ensures that knowledge of teaching and learning serves as the foundation for the schools professional learning community  Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to the complete educational development of students	
b. Focus on Instructions time.		ocesses and schedules which protec	t teachers from disruption of instr	ructional or preparation
☐ Understands the need for teachers to have daily planning time and duty-free lunch periods ☐ Is knowledgeable of designs for ageappropriate school schedules which address the learning needs of diverse student populations	and  Adheres to legal requirements for planning and instructional time  Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher  Designs scheduling processes and protocols that maximize staff input and address diverse student learning needs	and  Ensures that teachers have the legally required amount of daily planning and lunch periods  Routinely and conscientiously implements processes to protect instructional time from interruptions	and  Structures the school schedule to enable all teachers to have individual and team collaborative planning time  Systematically monitors the effect of the master schedule on collaborative planning and student achievement  Ensures that district leadership is informed of the amounts and scheduling of individual and team planning time	

#### **Suggested Artifacts for Standard 2:**

School Improvement Plan NC Teacher Working Conditions Survey students Student achievement and testing data Student drop-out data Teacher retention data Documented use of formative assessment instruments to impact instruction Development and communication of goal-oriented personalized education plans for identified

Evidence of team development and evaluation of classroom lessons Use of research-based practices and strategies in classrooms Master school schedule documenting individual and collaborative planning for every teacher

# **Standard 3: Cultural Leadership**

Principals will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. Principals must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to "re-culture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

<b>a. Focus on Collaborative Work Environment:</b> The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
□ Understands characteristics of a collaborative work environment within the school □ Understands the importance of data gained from the Teacher Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school.	Designs elements of a collaborative and positive work environment within the school      Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies      Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment	and  Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school  Monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their consideration  Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources	and  Establishes a collaborative work environment which promotes cohesion and cooperation among staff  Facilitates the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills	
b. School Culture and Identi	ty: The principal develops and u	uses shared vision, values and go	als to define the identity and culand	ture of the school.
Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity	Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity	Establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students	Ensures that the school's identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school	

c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	and  Uses established criteria for performance as the primary basis for reward and advancement	and  Systematically recognizes individuals for reward and advancement based on established criteria  Recognizes individual and collective contributions toward attainment of strategic goals	and  Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school  Utilizes recognition of failure as an opportunity to improve	
d. Efficacy and Empowerme culture and performance.	ent: The principal develops a sen	se of efficacy and empowermen	t among staff which influences the	he school's identity,
☐ Understands the importance of building a sense of efficacy and empowerment among staff ☐ Understands the importance of developing a sense of well-being among staff, students and parents/guardians	and  Identifies strategies for building a sense of efficacy and empowerment among staff  Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	and  Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff  Actively models and promotes a sense of well-being among staff, students and parents/guardians	and  Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes  Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	

#### **Suggested Artifacts for Standard 3:**

School Improvement Plan
School Improvement Team
NC Teacher Working Conditions Survey
Evidence of shared decision-making and distributed leadership

Documented use of School Improvement Team in decision-making Student achievement and testing data Existence and work of professional learning communities Teacher retention data Recognition criteria and structure utilized;

# Standard 4: Human Resource Leadership

Principals will ensure that the school is a professional learning community. Principals will ensure that process and systems are in place which results in recruitment, induction, support, evaluation, development and retention of high performing staff. The principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The principal must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

a. Professional Development/Learning Communities: The principal ensures that the school is a professional learning community.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
☐ Understands the importance of developing effective professional learning communities and results-oriented professional development ☐ Understands the importance of continued personal learning and professional development	and  Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development  Routinely participates in professional development focused on improving instructional programs and practices	Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning	and  Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members	
G, C.	g and Mentoring of staff: The	school executive establishes prod	cesses and systems in order to en	sure a high-quality, high-
performing staff.	and	and	and	
Understands the school's need to recruit, hire, appropriately place, and mentor new staff members	At the school level, creates and implements processes for:  recruiting new teachers and staff hiring new teachers and staff placing new teachers and staff mentoring new teachers and staff	☐ Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support.	☐ Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population ☐ Ensures that professional development is available for staff members with potential to serve as mentors and coaches	
c. Teacher and Staff Evaluate performance and, thus, student		chers and other staff in a fair and	l equitable manner with the focus	s on improving
performance and, mus, student	and	and	and	
Adheres to legal requirements for teacher and staff evaluation	☐ Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice ☐ Implements district and state evaluation policies in a fair and equitable manner	☐ Utilizes multiple assessments to evaluate teachers and other staff members ☐ Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice	Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school	

# Suggested Artifacts for Standard 4:

School Improvement Plan
NC Teacher Working Conditions Survey
Student Achievement and testing data
Teacher retention data
National Board certification
Teacher professional growth plans

Master school schedule documenting individual and collaborative planning for every teacher Number of National Board Certified Teachers;
Number of teachers pursuing advanced degrees
Record of professional development provided staff
Impact of professional development on student learning
Mentor records and beginning teacher feedback

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# **Standard 5: Managerial Leadership**

Principals will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21<sup>st</sup> century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

a. School Resources and Budget: The principal establishes budget processes and systems which are focused on, and result in, improved student achievement.				
				Not Evident/
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Is knowledgeable of school budget and accounting procedures ☐ Utilizes input from staff to establish funding	and  Incorporates the input of the School Improvement Team in budget and resource decisions  Uses feedback and data	and  Designs transparent systems to equitably manage human and financial resources	and  Ensures the strategic allocation and equitable use of financial resources to meet instructional goals and	(comment required)
priorities and a balanced operational budget for school programs and activities	to assess the success of funding and program decisions		support teacher needs	
b. Conflict Management and the school can be on improved		ctively and efficiently manages the	he complexity of human interact	ions so that the focus of
and senior can be on improved	and	and	and	
Demonstrates awareness of potential problems and/or areas of conflict within the school	☐ Creates processes to resolve problems and/or areas of conflict within the school	<ul> <li>□ Resolves school-based problems/conflicts in a fair, democratic way</li> <li>□ Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues</li> <li>□ Discusses with staff and implements solutions to</li> </ul>	□ Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected     □ Resolves conflicts to ensure the best interest of students and the school result	
		address potentially discordant issues		
c. Systematic Communication can be on improved student acl			d informal communication so that	t the focus of the school
can be on improved student act	and	and	and	
Understands the importance of open, effective communication in the operation of the school	<ul> <li>□ Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community</li> <li>□ Routinely involves the school improvement team in school wide communications processes</li> </ul>	☐ Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community ☐ Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community	Ensures that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals	

d. School Expectations for S	tudents and Staff: The principa	l develops and enforces expectat	tions, structures, rules and proced	dures for students and staff.  Not Evident/
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
	and	and	and	(Comment Required)
☐ Understands the importance of clear expectations, structures, rules and procedures for students and staff ☐ Understands district and state policy and law	☐ Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team ☐ Effectively implements	Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff	Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues	
related to student conduct, etc.	district rules and procedures		Regularly reviews the need for changes to expectations, structures, rules and expectations	

Suggested Artifacts for Standard 5: School Improvement Plan NC Teacher Working Conditions Survey School financial information School safety and behavioral Expectations

Master school schedule documenting individual and collaborative planning for every teacher Evidence of formal and informal systems of communication;
Dissemination of clear norms and ground rules
Evidence of ability to confront ideological conflict and then reach consensus

# Standard 6: External Development Leadership

A principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as "stockholders" in the school such that continued investment of resources and good will are not left to chance.

<b>a. Parent and Community Involvement and Outreach:</b> The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
☐ Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school ☐ Identifies the positive, culturally-responsive traditions of the school and community	and  Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school	and  Implements processes that empower parents/guardians and all community stakeholders to make significant decisions	and  Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda	
b. Federal, State and Distric	t Mandates: The principal desig	ns protocols and processes in or	der to comply with federal, stateand	, and district mandates.
<ul> <li>☐ Is knowledgeable of applicable federal, state and district mandates</li> <li>☐ Is aware of district goals and initiatives directed at improving student achievement.</li> </ul>	<ul> <li>□ Designs protocols and processes to comply with federal, state and district mandates</li> <li>□ Implements district initiatives directed at improving student achievement</li> </ul>	<ul> <li>□ Ensures compliance with federal, state and district mandates</li> <li>□ Continually assesses the progress of district initiatives and reports results to district-level decision-makers.</li> </ul>	☐ Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ☐ Actively participates in the development of district goals and initiatives directed at improving student achievement	

# **Suggested Artifacts for Standard 6:**

Parent involvement in School Improvement Team NC Teacher Working Conditions Survey PTSA/Booster club operation and participation Parent survey results Evidence of business partners and projects involving business partners Plan for shaping the school's image throughout the community Evidence of community support Number and use of school volunteers

# **Standard 7: Micro-political Leadership**

Principals will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school's vision for success. The principal will also creatively employ an awareness of staff's professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

	School Executive Micro-political Leadership: The principal develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.			
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
☐ Maintains high visibility and is easily accessible throughout the school	and  Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs	and  Builds systems and relationships that utilize the staff's diversity, ideological differences and expertise to realize the school's goals	and  Creatively employs an awareness of staff's professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making	

#### **Suggested Artifacts for Standard 7:**

NC Teacher Working Conditions Survey Teacher retention data Evidence of visibility and accessibility Evidence of shared decision-making and distributed leadership

# **Principal Evaluation Form**

Name:	ID#	
School:	School Year:	
Evaluator:	Title:	

The *North Carolina School Executive: Principal Evaluation* is based, in part, on a formal discussion of performance and conferences conducted on the following dates:

Site	Conf.	Principal's Signature	Evaluator's Signature
Visit.	<b>Dates</b>		
<b>Dates</b>			

<b>Summary Evaluation Conference Date:</b>	
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In addition, observations and other relevant sources of performance may be considered in determining the final rating for the principal.

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Pursuant to North Carolina Board of Education Policy, each LEA shall provide for the evaluation of all professional employees pursuant to G.S. 115C-333.

The following rating scale will be used for evaluating North Carolina school principals:

- <u>Developing:</u> Principal did not meet standards for performance, but demonstrated adequate growth toward meeting standards during the period of performance.
- **Proficient:** Principal demonstrated basic competence on standards of performance.
- Accomplished: Principal exceeded basic competence on standards for performance most of the time.
- **<u>Distinguished:</u>** Principal consistently and significantly exceeded basic competence on standards of performance.
- ♦ Not Evident/Not Demonstrated: Superintendent was not able to make a judgment about level of performance because
  - The principal did not perform at a level that would provide data to demonstrate competence or adequate progress toward achieving a "Proficient" rating, **or**
  - The superintendent did not have an opportunity to make such observations.

Note: If the "Not Evident/Not Demonstrated" rating is used, the superintendent must comment about why it was used.

Principal Summary Rating Form	$D_{evelopins}$	Proficient	Accomplies	Distinguish .	Not observed/Demo
Standard 1: Strategic Leadership					
A. School Vision, Mission and Strategic Goals					
B. Leading Change					
C. School Improvement Plan					
D. Distributive Leadership					
Overall Rating for Standard 1					
Standard 2: Instructional Leadership					
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment					
B. Focus on Instructional Time					
Overall Rating for Standard 2					
Standard 3: Cultural Leadership					
A. Focus on Collaborative Work Environment					
B. School Culture and Identity					
C. Acknowledges Failures; Celebrates Accomplishments and Rewards					
D. Efficacy and Empowerment					
Overall Rating for Standard 3					
Standard 4: Human Resource Leadership					
A. Professional Development/Learning Communities					
B. Recruiting, Hiring, Placing and Mentoring of Staff					
C. Teacher and Staff Evaluation					
Overall Rating for Standard 4					
Standard 5: Managerial Leadership					
A. School Resources and Budget					
B. Conflict Management and Resolution					
C. Systematic Communication		T			
D. School Expectations for Students and Staff					
Overall Rating for Standard 5		$\sqcap$			
Standard 6: External Development Leadership					
A. Parent and Community Involvement and Outreach					
B. Federal, State and District Mandates					
Overall Rating for Standard 6		$\sqcap$			$\Box$
Standard 7: Micro-Political Leadership					
A. School Executive Micro-Political Leadership					
Overall Rating for Standard 7					
					$\exists$
Overall Rating for this School Executive					

NC School Executives: Principals Revised May 2008

Name:	School year:

# ${\bf STANDARD~1}:~{\bf Strategic~Leadership.}$

Practices	cient	Accomplished	Distinguished	Not Obs/Demo	
<b>A. School Vision, Mission and Strategic Goals:</b> The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.					
<b>B. Leading Change:</b> The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.					
<b>C. School Improvement Plan:</b> The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.					
<b>D. Distributive Leadership:</b> The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating:
	School Improvement Plan.
	NC Teacher Working Conditions Survey.
	Evidence of School Improvement Team.
	Student achievement and testing data.
	Statement of school vision, mission, values, beliefs and goals.
Recommended actions for improvement:	Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements.
	Evidence of shared decision-making and distributed leadership.
	360 Feedback.

# **Standard 2: Instructional Leadership**

Practices	$D^{eveloping}$	Proficient	Accomplished	Distinguished	Not Obs/Demo
<b>A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment:</b> The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.					
<b>B. Focus on Instructional Time:</b> The school executive creates processes and schedules which protect teachers form disruption of instructional or preparation time					
Overall Rating for Standard 2					

Comments:	Evidence or documentation to support rating:
	School Improvement Plan.
	NC Teacher Working Conditions Survey.
	Student achievement and testing data.
	Student drop-out data.
	Teacher retention data.
	Documented use of formative assessment instruments to impact instruction.
	Development and communication of goal-oriented personalized education plans for identified students.
Recommended actions for improvement:	Evidence of team development and evaluation of classroom lessons.
	Use of research-based practices and strategies in classrooms.
	Master school schedule documenting individual and collaborative planning for every teacher
	360 Feedback.

# Standard 3: Cultural Leadership

Practices	Developing	Proficient	Accomplished	Distinguished	Not Ohs/Demo	
A. Focus on Collaborative Work Environment: The school executive						
understands and acts on the understanding of the positive role that a collaborative						
environment can play in the school's culture.						4
<b>B. School Culture and Identity:</b> The school executive develops						
anduses shared vision, values and goals to define the identity and						
culture of the school.						
C. Acknowledges Failures; Celebrates Accomplishments and						1
<b>Rewards:</b> The school executive acknowledges failures and						
celebrates accomplishments of the school in order to define the						
identity, culture and performance of the school.						
<b>D. efficacy and Empowerment:</b> The school executive develops a sense of						1
efficacy and empowerment among staff which influences the school's identity,						
culture and performance.						
Overall Rating for Standard 3	3					

Comments:	Evidence or documentation to support rating:School Improvement Plan.
	School Improvement Team.
	Documented use of School Improvement Team in decision-making.
	NC Teacher Working Conditions Survey.
	Student achievement and testing data.
	Teacher retention data.
D	Existence and work of professional learning communities.
Recommended actions for improvement:	Recognition criteria and structure utilized.
	Evidence of shared decision-making and distributed leadership.
	360 Feedback.

# Standard 4: Human Resource Leadership

Practices		Developing	Proficient	$A$ $\alpha$ omplished	Distinguished	Not Obs/Demo	
A. Professional Development/Learning Com	munities: The school						
executive ensures that the school is a profession	onal learning						
community.							
B. Recuriting, hiring, Placing and Mentorin	_						
executive establishes processes and systems in quality, high-performing staff.	order to ensure a high-						
C. Teacher and Staff Evaluation: The school	l executive evaluates						
teachers and other staff in a fair and equitable							
on improving performance and, thus, student a							
* *	Rating for Standard 4						
School's Teacher Turnover Rate during previous school year:  School's Teacher Turnover Rate for current school year:  State's Teacher Turnover Rate for current school year:  Teacher Turnover Rate goal for next school year:  Teacher Turnover Rate goal for next school year:  Recommendations to achieve teacher turnover goal for next school year:							
Comments:	Evidence or documentation	to sup	port r	ating			
Comments.	School Improvement Plan	_	_	Ü			
	NC Teacher Working Co.	ndition	s Surve	ey			
	Student Achievement and	l testing	g data				
	Teacher retention data						
Recommended actions for improvement:	Master school schedule d planning for every			ndividua	ll and c	ollabora	tive
•	Number of National Boar	d Certi	fied Te	eachers			
	Number of teachers pursu National Board cer			degrees	s, licens	sure,	
	Record of professional de professional develo					d impad	et of
	Mentor records and begin	ning te	acher	feedbacl	ζ.		
	Teacher professional grov	wth pla	ns				
	360 Feedback.						

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# **Standard 5: Managerial Leadership**

Practices	Developing	Proficient	Accomplished	Distinguished	Not Ohs/Demo	
A. School Resources and Budget: The school executive establishes						
budget processes and systems which are focused on, and result in,						
improved student achievement.						
B. Conflict management and Resolution: The school executive						
effectively and efficiently manages the complexity of human						
interactions so that the focus of the school can be on improved						
student achievement.						
C. Systematic Communication: The school executive designs and						
utilizes various forms of formal and informal communication so that						
the focus of the school can be on improved student achievement.						
D. School Expectations for Students and Staff: The school						
executive develops and enforces expectations, structures, rules and						
procedures for students and staff.						
Overall Rating for Standard 5						

Comments:	Evidence or documentation to support rating:
	School Improvement Plan.
	NC Teacher Working Conditions Survey.
	Master school schedule documenting individual and collaborative planning for every teacher.
	School safety and behavioral Expectations.
	School financial information.
	Dissemination of clear norms and ground rules.
Recommended actions for improvement:	Evidence of ability to confront ideological conflict and then reach consensus.
	Evidence of formal and informal systems of communication.
	360 Feedback
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# Standard 6: External Development Leadership

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs.Demo
A. Parent and Community Involvement and Outreach: The					
school executive designs structures and processes which result in					
parent and community enggement, support and ownership for the					
school.					
B. Federal, State and District mandates: The school executive					
designs protocols and processes in order to comply with federal, state					
and district mandates.					
Overall Rating for Standard 6					

Comments:	Evidence or documentation to support rating			
	Parent involvement in School Improvement Team.			
	NC Teacher Working Conditions Survey.			
	PTSA/Booster club operation and participation			
	Parent survey results.			
	Evidence of community support.			
	Number and use of school volunteers.			
Recommended actions for improvement:	Plan for shaping the school's image throughout the community.			
	Evidence of business partners and projects involving business partners.			
	360 Feedback.			

# Standard 7: Micro-political Leadership

Practices	Developing	Proficient	Accomplished	Distinguished	Not Obs/Demo
A. School Executive Micro-political Leadership: The school					
executive develops systems and relationships to leverage staff					
expertise and influence in order to influence the school's identity,					
culture and performance.					
Overall Rating for Standard 7					

Comments:	Evidence or documentation to support rating:		
	NC Teacher Working Conditions Survey.		
	Teacher retention data.		
	Evidence of visibility and accessibility.		
	Evidence of shared decision-making and distributed leadership.		
	360 Feedback.		
Recommended actions for improvement:			

# **Summary School Principal Evaluation Form**

Name:	ID#
School:	School Year:
Evaluator:	Title:
TARGETED AREAS FOR GROWTH AND IT The evaluator's recommendations should be incorporated in the following school year.	MPROVEMENT  nto the teacher's goals setting process for continued improvement
1. Recommendation(s) for maintaining or improve	ring teacher turnover rate for the school.
2.	
3.	
4.	
5.	
Comments:	
Principal Signature	Date
Evaluator Signature	
Comments Attached:YesNo	
Supervisor of Evaluator Signature	Date

Note: The Principal's signature on this form represents neither acceptance nor approval of the report. It does however indicate that the School Executive has reviewed the report with the evaluator and may reply in writing. The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina Board of Education Policy for School Executive Performance Evaluation.

# North Carolina School Principal: Summary Goal Form ID# \_\_\_\_\_ Name:\_\_\_\_ School Year: School: **INSTRUCTIONS:** This goal-setting form is to be completed by the principal following the self-assessment process. The goals, as well as activities, outcomes and time line, will be reviewed by the principal's supervisor prior to the beginning work on the goals. The supervisor may suggest additional goals as appropriate. It is not necessary for the principal to have a goal for each standard. Key **Time Line For Activities/Strategies** Outcomes Standard **Measuring Goal** (What you need to (Measurement): Outcome accomplish the Goal: 1. Strategic Leadership 2. Instructional Leadership 3. Cultural Leadership 4. Human Resource Leadership 5. Managerial Leadership 6. **External Development** Leadership 7. **Micro-Political** Leadership **Comments:**

Principal Signature: \_\_\_\_\_\_ Date \_\_\_\_\_ Supervisor Signature \_\_\_\_\_\_ Date \_\_\_\_\_ NC School Executives: Principals

Mid Year Evaluation Goal Progress:
The supervisor determines whether the School Executive is making acceptable progress toward goal(s) attainment within each standard. Mark this category as (P) - progressing or (NP) - not progressing.

Goal	P	NP	NA*
Standard 1: Strategic Leadership			
Standard 2: Instructional Leadership			
Standard 3: Cultural Leadership			
Standard 4: Human Resource Leadership			
Standard 5: Managerial Leadership			
Standard 6: External Development Leadership			
Standard 7: Micro-political Leadership			
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*NA: No goal established for this standard.		
Plan for Improvement in the goal attainment:		
Goal:		
Revised Action Plan/Comment:		
Goal:		
Revised Action Plan/Comment:		
Goal:		
Revised Action Plan/Comment:		
Principal Signature:	Date	
Supervisor Signature	Date	