Principal Growth and Evaluation Process—Components and Key Events

	Prior to Start of School **Goal-Setting Conference**	*January-February* **Mid-Year Supervisor Review**	*May-June-July* **End-of-Year Conference**
Supervisor Evaluation Ratings *Principal Knowledge & Skills* *Principal Behaviors* *Teaching and Learning Conditions*	• Principal shares and evaluator responds to self-assessment based on the performance measures and indicators. • Evaluator reviews previous evaluations. • Principal shares and evaluator approves professional growth goals based on previous evaluations and growth plans. • Evaluator and principal discuss evidence of professional growth and of performance measures and indicators.	• Principal and evaluator discuss progress on professional growth goals. • Principal and evaluator discuss performance measures and indicators, and evaluator informs principal of any potentially unsatisfactory ratings in indicator areas. • Principal presents evidence of professional growth as applicable.	• Principal shares final results for professional growth goals and evidence of professional growth plan implementation and completion. • Evaluator assigns and shares performance ratings for this component.
Stakeholder Feedback (Survey) *Teaching and Learning Conditions* *Teacher Behaviors*	• Evaluator communicates final measures and strategies that will be used to collect stakeholder feedback. • Principal and evaluator arrange logistics for stakeholder feedback (survey) at the individual school.	• If stakeholder feedback (survey) has been collected, then evaluator and principal review results, principal shares insights on context of results, and evaluator assigns performance rating, if appropriate.	• If stakeholder feedback (survey) has not been completed previously, then evaluator and principal review results, principal shares insights on context of results, and evaluator assigns and shares performance rating for this component.
School Performance Measures *Student Achievement*	• Principal and evaluator review school data and the goal-setting and planning processes. • Principal shares and evaluator approves school performance goals and individual school goals as well as action plans.	• Principal presents interim assessment data relevant to school performance goals and individual school goals, and evidence of action plan implementation as applicable. • Principal and evaluator revise school performance goal and/or individual school goal measures if appropriate.	• Principal shares final results for school performance goals and individual school goals, and evidence of action plan implementation and completion. • Evaluator assigns and shares performance rating(s) for this component.

Notes:
1. Activities may span more than one meeting or conversation within the timeframe.
2. The principal will self-assess and, with a school team, set school performance and individual school goals prior to the goal-setting conference.
3. It is the expectation that there is ongoing plan implementation and evidence collection throughout the cycle as well as ongoing conversations between the evaluator and the principal based on multiple observations, targeted development activities, and evidence of practice.
4. Collection of stakeholder feedback (survey) may take place at any time(s) during the cycle.
5. End-of-year activities may be completed in the following fall as determined by availability of performance data.
6. The evaluator will calculate and communicate a summative performance rating based on ratings for the three components following the end-of-year conference (or when all data is available). The principal and/or evaluator will complete the appropriate growth plan based on the summative performance rating.