

Wisconsin Educator Effectiveness System: Principal Evaluation Guide

Cover page

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Introduction

DRAFT

Evaluation Guide Organization

Wisconsin educators wrote and organized this principal evaluation guide to help principals, associate/assistant principals (APs), principal supervisors and leadership coaches plan and carry out learning-centered principal evaluations.

- The first section briefly describes five principles of a learning-centered evaluation approach.
- The second section starts with an overview of the Wisconsin Framework for Principal Leadership and key evaluation process milestones.
- Following the overview, the third section walks through leveraging the evaluation process as a cycle of continuous improvement, including goal-setting, ongoing evidence collection, data-focused reflection, and growth-oriented conversations and next steps.
- The last section turns to summarizing the evaluation results to inform the end-of-cycle conversation and propel learning forward.
- Examples are provided throughout to help illustrate key points, and the appendix includes resources to provide background information and resources supporting the principal evaluation process.

Five Principles of Learning-Centered Evaluations

Evaluation systems, implemented in isolation as an accountability or compliance exercise, will not improve educator practice or student outcomes. Leader and teacher evaluation has the potential to improve practice *only* when five conditions are in place: 1) a foundation of trust that encourages educators to take risks and learn from mistakes; 2) a common, research-based framework of effective practice; 3) regular application of educator-developed goals based on data; 4) cycles of continuous improvement, guided by timely and specific feedback through ongoing collaboration; and 5) integration of the evaluation processes within school and district improvement strategies.¹ Creating and maintaining these conditions helps move an evaluation system from an accountability and/or compliance exercise to a learning-centered, continuous improvement process.

Foundation of trust

Encouraging risk-taking requires conditions of trust. Effective schools develop and maintain trust between educators, administrators, students, and parents is an important organizational quality of

¹ Research references for the 5 principles and other aspects of the Wisconsin evaluation process are included in the Appendix A.

effective schools. In the evaluation context, creating conditions of trust first occurs during an orientation session, where principals and their evaluators discuss transparently: 1) the evaluation criteria, or what rubric the evaluator will use to evaluate the principal; 2) the evaluation process, or how and when the evaluator will observe the principal's practice; 3) the use of evaluation results, whether for individual growth or other uses; and 4) any remaining questions or fears. Administrators should encourage principals to take risks that foster professional growth. No one should settle for an expedient route using easily-achieved goals. Taking risks to set high goals for his/her own practice and students' growth will result in greater learning for the educator and students in the school. To support risk-taking, the evaluator should encourage this process by communicating that learning happens through struggles and mistakes and that such mistakes will not be "punished" using this learning-centered evaluation process. Evaluators can reinforce a growth orientation through open conversations that help principals build on strengths and learn from mistakes.

Callout Box: An Agreed-Upon Vision.

Common, research-based framework

Wisconsin modeled the Wisconsin Framework for Principal Leadership (WFPL) after the widely used Framework for Teaching (FfT) by Charlotte Danielson. The WFPL includes a set of leadership standards and indicators derived from the literature on school leadership. Together, the domains, subdomains, and components outline the role of school principals and include a 4-level rubric which helps principals identify their typical current practice and map a path for continued reflection and growth.

Educator-developed goals

As active participants in their own evaluations, principals set performance goals based on their analysis of school data as well as assessments of their own practice using the WFPL. These goals address school achievement priorities (referred to as the School Learning Objectives) and self-identified needs for individual improvement (referred to as the Professional Practice Goals). The goals may have the most impact when they are connected and mutually reinforcing (e.g., "I will _____ so that students can _____"). Evaluators, principal peers, school staff, and even parents can provide information relevant to the goals and feedback to strengthen them.

Continuous improvement supported by timely feedback

A learning-centered evaluation approach facilitates ongoing improvement through regularly repeated continuous improvement cycles. Improvement cycles represent intentional practice that involves goal setting, collection of evidence related to goals, reflection, and revision. Some refer to this type of work as a Plan-Do-Study/Check-Act process. Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated as needed.

Collaborative conversations, coaching, and timely feedback from trained evaluators/coaches/peers strengthen continuous improvement cycles. With effective training, evaluators/coaches/peers and principals can establish a shared understanding and common

language regarding best practice, as well as ensure consistent and accurate use of the WFPL when selecting evidence, identifying levels of practice, and facilitating coaching conversations. Digging into this guide provides a first phase of training on learning-centered principal evaluation. Training is augmented with principal evaluation [learning modules](#) and [other resources](#) available through DPI.

Integration with district and school priorities

Evaluation based on self-identified goals helps personalize the process and creates some ownership of the results. The evaluation process becomes strategic when it *also* aligns with school and district priorities. Many districts have intentionally restructured professional learning opportunities to build on the common conception of teaching and leading reflected in the WFPL and FFT. For example, Franklin Public School District built the Educator Effectiveness System into their district strategic plan (see EE in Action).

[EE in Action. The Franklin Public School District not only piloted and thoroughly trained educators and evaluators at the school level, but also trained district leaders and built the Educator Effectiveness System into their district strategic priorities. Understanding by Design (UbD) represents a key district priority. At a summer leadership retreat, district leaders planned how School Learning Objectives could help meet district priorities for UbD and be supported by classroom visits. The leadership team also identified relevant Framework for Teaching components to reinforce UbD. Principals encouraged teachers to develop aligned teacher SLOs either as individuals or as grade-level teams. The district also designed professional development and created a coaching strategy to provide ongoing educator support. Schools structured ongoing professional learning experiences anchored to the Framework for Teaching.

For example, one school had all staff work on component 3b: Questioning and Discussion Techniques, during a staff meeting. Teachers monitored their instruction from the lens of questioning and discussion over the next three weeks, then came back as a group to talk about progress, what they learned, and how they adjusted their instructional approach. The full group of faculty then talked about how they could move from proficient to distinguished practice in 3b and would try those strategies and share out at the next staff meeting.

Additionally, district leaders work with principals on their own professional learning using the WFPL, encouraging them to regularly reference it to help with their planning and reflection (e.g., as a principal prepares for a staff meeting.)]

Drawing on the clear connections between the principal and teacher evaluation processes helps to strategically leverage the evaluation system. Wisconsin designed the principal and teacher evaluation processes to support principal, teacher, and school effectiveness by creating similar measures and structures. For example, aspects of the WFPL focus on leadership practices that help teachers achieve success in their practice.

The WFPL includes leadership components and critical attributes relating to how principals support effective teaching through school staffing strategies, professional development, teacher evaluation activities, and support of collaborative learning opportunities. The SLO processes for teachers and leaders also mirror each other. Should they choose, teachers and leaders can align goals to school priorities and reinforce efforts to advance school achievement (see Goal

Alignment). Figure 1 illustrates the connections between the principal and teacher evaluation process.

Goal Alignment: Aligning goals is different than dictating goals. Even with strategically aligned goals, the educator should develop his/her own goal regarding something they control, based on his/her data, using assessments and practices authentic to his/her context. For example: A principal might identify literacy as a priority area for the school. A teacher in that school would still develop his/her SLO based on his/her subject area, grade-level, and student data, but might incorporate instructional strategies that address the identified content/skills within a literacy context, utilize a common writing rubric as one method of assessing subject-specific content/skills within a literacy context, etc.

Figure 1: Connections between teacher and principal evaluation processes

Teacher Effectiveness Cycle	Principal Effectiveness Cycle
Self-review based on teaching standards (FFT)	Self-review based on leader standards (WFPL)
<i>Student Learning Objective</i>	<i>School Learning Objective</i>
Professional Practice Goal	Professional Practice Goal
Evidence collection	Evidence collection
Observations	Observations
Collaborative conversations and formative feedback	Collaborative conversations and formative feedback
Goal review and assessment	Goal review and assessment
Measures of professional practice and SLOs	Measures of professional practice and SLOs

Principal Evaluation Overview

Overview of the Wisconsin Framework for Principal Leadership

For its learning-centered principal and assistant/associate principal evaluation rubric, Wisconsin developed The Wisconsin Framework for Principal Leadership (WFPL). To develop the WFPL, Wisconsin researched leadership effectiveness (see Appendix A) and then used Charlotte Danielson’s Framework for Teaching as a structural model. As reflected in Figure 2, the rubric organizes school leadership into two domains, five subdomains, and 21 components, each with multiple critical attributes. The two domains are Effective Educators and Leadership Actions:

The Effective Educators Domain emphasizes the important influence effective leaders have on educator, student, and organizational learning within its two subdomains: 1.1, Human Resource Leadership; and 1.2, Instructional Leadership.

The Leadership Actions Domain focuses on leadership behaviors that help shape school working conditions in three subdomains: 2.1, Personal Behavior; 2.2, Intentional and Collaborative School Culture; and 2.3, School Management.

Figure 2: Wisconsin Framework for Principal Leadership

Domain 1: Effective Educators		Domain 2: Leadership Actions	
1.1 Human Resource Leadership	1.1.1 Recruiting and Selecting 1.1.2 Assignment of Teachers and Instructional Staff 1.1.3 Observation and Performance Evaluation 1.1.4 Professional Development and Learning 1.1.5 Distributed Leadership	2.1 Personal Behavior	2.1.1 Professionalism 2.1.2 Time Management and Priority Setting 2.1.3 Use of Feedback for Improvement 2.1.4 Initiative and Persistence
1.2 Instructional Leadership	1.2.1 Mission and Vision 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 1.2.4 Schoolwide Use of Data 1.2.5 Student Learning Objectives (Teacher SLOs)	2.2 Intentional and Collaborative School Culture	2.2.1 School Climate 2.2.2 Communication 2.2.3 Conflict Management and Resolution 2.2.4 Consensus Building
		2.3 School Management	2.3.1 Learning Environment Management 2.3.2 Financial Management 2.3.3 Policy Management

The five subdomains contain 21 components representing leadership competencies. Each of the 21 components includes a four-level rubric with critical attributes describing each of the levels of principal performance, characterized as unsatisfactory, basic, proficient, and distinguished.

Domain 1: Effective Educators

Effective school leadership builds, sustains, and empowers effective teaching through the intersection of human resources leadership and instructional leadership.

1.1 Human Resource Leadership

As effective human resource leaders, principals recruit, select, develop, and evaluate teaching staff for the competencies needed to carry out the school’s instructional improvement strategies. Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.

- 1.1 Recruiting and Selecting
- 1.2 Assignment of Teachers and Instructional Staff
- 1.3 Observation and Performance Evaluation
- 1.4 Professional Development and Learning

1.5 Distributed Leadership

1.2 Instructional Leadership

As effective instructional leaders, principals work with the school community to articulate a vision of improvement that is shared by all. This vision is verified by classroom observations and feedback, collaborative work opportunities, and rigorous student learning objectives. Effective principals focus on results by setting clear staff and student expectations, and facilitating the use of data for student growth.

- 1.2.1 Mission and Vision
- 1.2.2 Student Achievement Focus
- 1.2.3 Staff Collaboration
- 1.2.4 Schoolwide Use of Data
- 1.2.5 Student Learning Objectives (Teacher SLOs)

Domain 2: Leadership Actions

Effective principals take leadership actions that set the stage for improved teaching and learning. They model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment that is focused on achievement for all learners (i.e., students *and* adults), and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

2.1 Personal Behavior

Effective principals model professionalism by exhibiting ethical and respectful behavior in interactions with students, staff, parents, and the community. They also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to achieve school goals and improve performance.

- 2.1.1 Professionalism
- 2.1.2 Time Management and Priority Setting
- 2.1.3 Use of Feedback for Improvement
- 2.1.4 Initiative and Persistence

2.2 Intentional and Collaborative School Culture

Effective principals establish a climate of trust and collaboration among school staff, students, and the community by ensuring that the school is inclusive, culturally responsive, and conducive to learning for all (e.g., students and adults). They build positive relationships by effectively communicating, managing conflicts, and forging consensus for improvement.

- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Conflict Management and Resolution
- 2.2.4 Consensus Building

2.3 School Management

Effective principals manage school finances and work within policies to create an environment of school improvement and student achievement. They also actively change policies, when needed, to better reflect school, district, and state goals.

- 2.3.1 Learning Environment Management
- 2.3.2 Financial management
- 2.3.3 Policy Management

Wisconsin intentionally designed the WFPL to mirror the structure of the FfT. Both contain domains, sub-domains, and components. Both use critical attributes to describe four levels of professional practice (unsatisfactory, basic, proficient, and distinguished) across each component. And the content contained in both frameworks are mutually re-enforcing, which is demonstrated in Figure 3.

Figure 3: Examples of common teacher and principal framework themes

Content area	Framework for Teaching	Wisconsin Framework for Principal Leadership
Environment	2a: Creating an environment of respect and rapport	2.2.1 School Climate 2.2.3 Conflict Management and Resolution
Culture	2b: Establishing a culture for learning	2.2.1 School Climate 1.2.2 Student Achievement Focus
Communication	3a: Communicating with students 4c: Communicating with families	2.2.2 Communication
Use of Data	3d: Using assessment in instruction	1.2.4 Schoolwide Use of Data 1.2.5 Student Learning Objectives (teacher SLOs)
Professional Growth	4d: Participating in a professional learning community 4e: Growing and developing professionally	1.1.4 Professional Development and Learning 2.1.3 Use of Feedback for Improvement

In addition, the Wisconsin Framework for Principal Leadership emphasizes a principal’s ability to support teachers’ professional growth through individual support and their ability to create a collaborative and professional school climate that encourages teachers to take risks, develop, and continuously improve. The illustration below highlights examples from the WFPL that illustrate leadership support for effective teaching.

Figure 4: School leader roles to strengthen and support effective teaching

Leadership role	WFPL Component(s)
Recruiting and hiring effective teachers	1.1.1 Recruiting and Selecting
Assigning effective teachers	1.1.2 Assignment of Teachers and Instructional Staff
Supporting effective teaching	1.1.3 Observation and Performance Evaluation 1.1.4 Professional Development and Learning
Developing teacher leaders	1.1.5 Distributed Leadership
Creating conditions for effective teacher collaboration	1.2.3 Staff Collaboration
Building teacher capacity to effectively use data	1.2.4 Schoolwide Use of Data
Strengthening teacher SLOs	1.2.5 Student Learning Objectives (teacher SLOs)

Performance Levels

Figure 5, below, illustrates the four levels of performance for each of the components of the two domains of the WFPL. Educators use the differentiated levels to identify levels of professional practice related to each component. Identifying practice related to a specific level aids in goal development, progress monitoring, and provides a consistent structure for conversations between principals, peers, and evaluators.

Figure 5: Levels of Performance

			Distinguished (Level 4)
		Proficient (Level 3)	Refers to professional practice that involves and empowers staff, students and community in the learning process to create a highly successful school. Principals performing at this level are master administrators and leaders in
	Basic (Level 2)	Refers to consistent and successful professional practice. With feedback and reflection, principals can build	
Unsatisfactory			

(Level 1)	Refers to principal practice that demonstrates some knowledge and skills to influence student and organizational learning, but the application is inconsistent (perhaps due to recent entry to administration or transition to new role). Guidance and support around necessary competencies is needed.	on strengths while striving for mastery.	the field, both inside and outside of their school.
Refers to principal practice that does not display basic understanding of concepts within the component(s). Such practice negatively impacts educator performance and school progress. Intensive intervention and support is needed.			

Evaluators and peers have found it helpful during conversations with educators to frame feedback around specific critical attributes. Providing general feedback at the domain or subdomain level (i.e., “you should focus more on your hiring process to get effective educators”) is probably less helpful than feedback specific to performance competencies at the critical attribute level (e.g., “I noticed that your hiring process does not include teachers. How are you obtaining input from your current staff on the qualities and dispositions you are seeking in new hires?”). Focusing feedback at the critical attribute level contributes to more constructive dialogue because it is specific and can be linked directly to higher levels of practice, providing a foundation and roadmap for growth. The principal can utilize the specific information to identify strengths to leverage across other components. Additionally, the principal can define current practices needing growth, compare and contrast the practices within the current level to the desired level, and then make a specific plan to improve to the desired level.

Consistently applying this approach at the critical attribute level helps provide richer dialogue and actionable feedback relative to the leadership components, leading to continuous improvement planning. The feedback informs adjustments to current strategies during the year, as well as informs future goals at the end of the year.

The full rubric is found in Appendix B. A list of suggested evidence sources to assess performance according to the rubric appears in Appendix C.

Overview of the Educator Effectiveness Cycle

Wisconsin designed its learning-centered principal evaluation process as a cycle of continuous improvement that includes goal development and regular (e.g., weekly) progress monitoring, reflection on goals, strategy adjustments, and action planning across the year. A principal can complete a one-year, two-year, or three-year process, known as the principal’s EE Cycle. District administrators determine the length of a principal’s EE Cycle (at a maximum of three years). However, principals who are new to a district, and/or new to the position of principal must complete a one-year cycle (see Appendix D). The final year of an EE Cycle (or the only year, if a one-year cycle) is called a Summary Year, because the principal and his/her evaluator or peer collaboratively summarize practice across all years. The initial year, or years, (if a two or three-year cycle, respectively) are called Supporting Years.

Supporting Years emphasize collaborative discussions with a peer or peers around performance planning and improvement. In Summary Years, such collaborative discussions also take place

with the principal’s evaluator. These Summary Year discussions should include measures of practice based on the Wisconsin Framework for Principal Leadership, as well as measures of student learning and the quality of the processes used throughout based on the SLO Scoring Rubric (i.e., SLO Rubric and Quality Indicators Checklist in Appendix E).

Lessons learned from each EE Cycle lead to the development of the principal’s next EE Cycle. Each year of an EE Cycle includes formal check-ins in the form of beginning, middle, and end-of-year conferences with evaluators or peers. Although the formal check-ins provide a concrete step to keep the evaluation process on track, an informal process of regular (e.g., weekly) and collaborative data review, reflection, and adjustment characterizes sound professional practice.

Diagram of EE Cycle Milestones

Insert graphic from Cynthia and/or use the following

Overview of EE Cycle Milestones

Milestone	Focus
<i>Orientation Meeting</i>	Overview of the system measures and processes, identify who can provide support, discuss timelines and schedules. Occurs in August or September.
<i>Develop Educator Effectiveness Plan (EEP)</i>	EEP includes one Professional Practice Goal and one School Learning Objective and the supports needed to meet the goals. Occurs in September and October.
<i>Planning Session</i>	Review EEP, discuss and adjust goals if necessary. Identify evidence sources, actions, and resources needed. Occurs in September or October.
<i>Ongoing Improvement Focus</i>	Ongoing collaborative discussions, review of student and personal practice data based on collected evidence and observations, reflection, and adjustment.
<i>Mid-Year Review</i>	Review PPG and SLO, with goals adjusted, if necessary. Occurs in December or January.
<i>Continued Improvement Focus</i>	Ongoing collaborative discussions, review of student and personal practice data based on collected evidence and observations, reflection, and adjustment.
<i>Goal Outcomes</i>	Determine degree of success in achieving SLO and PPG based on evidence. Self-score SLO in Supporting and Summary Years. Evaluator can assign a holistic SLO score in Summary Years. Occurs in April or May.

<i>End of Cycle Conversation and Conference</i>	Feedback provided on PPG and SLO achievement, discuss results on components of WFPL and SLO results. Identify growth areas for upcoming year. Occurs in May or June.
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Starting the Educator Effectiveness Cycle of Improvement

Getting Started: Orientation

Evaluators should provide principals new to a district and/or entering a Summary Year with an Orientation. The Orientation allows principals and their evaluators to discuss transparently: 1) the evaluation criteria by agreeing upon which components within the WFPL accurately describe the principal or assistant/associate principal’s role and duties (Appendix F further discusses AP evaluation); 2) the evaluation process, or the types of observations that enable the evaluator to see the principal “in action,” as well as ongoing continuous improvement cycles informed by evidence of principal practice collected during observations; 3) the use of evaluation results; and 4) any remaining questions or fears. Administrators should encourage principals to take risks that foster professional growth. To support risk-taking, the evaluator should encourage this process by communicating that learning happens through struggles and mistakes and that such mistakes will not be “punished” using this learning-centered evaluation process.

During the Orientation, district administrators should also identify supports available to principals to answer questions about their evaluation process (e.g., process manuals, training, and other resources), as well as help them continuously improve relative to the feedback on components of the WFPL, SLOs, and with their school priorities (e.g., ongoing and embedded structures for regular and collaborative data review, reflection, and action planning).

Self-Review

Completing a yearly self-review based on the Wisconsin Framework for Principal Leadership is considered best-practice. Self-reflection can help provide focus for the goal-setting processes in the Educator Effectiveness Plan.

Principals who analyze and reflect on their own practice understand their professional strengths as well as areas that need development. They combine analysis and reflection with collaboration to identify opportunities and challenges in the school. Reflection also allows the principal to consider how school needs can, and do, connect to the larger goals of the district or to longer term goals for student learning in the school. A growth mindset is as important for the adults in the school as it is for the students, and applying goal-setting as part of a cycle of improvement can help align priorities and maximize impact.

The Educator Effectiveness Plan (EEP)

Principals create an Educator Effectiveness Plan (EEP) near the beginning of the school year that contains two different types of goals. The first, the School Learning Objective (SLO), focuses on student academic learning. The second, related to the job duties of principals as outlined in the Wisconsin Framework for Principal Leadership, is the Professional Practice Goal (PPG). The principal develops both goals after self-reflection and analyses of past student learning and professional practice data (i.e., his/her own past performance and that of his/her staff). The principal should develop goals distinctive to his/her professional practice and relevant to school priorities. As with any continuous improvement or inquiry cycle, data analysis and goal development serve as the initial steps.

Throughout the following discussion of goal development and yearly goal milestones, a sample EEP from a middle school associate principal is provided as an example or reference.

Preparing to Write the School Learning Objective

Teachers play a determining role in the accomplishment of a principal's SLO. Therefore, principals should consider if, how, and when to involve staff in the goal-setting process.

One way principals can involve staff in their SLO development is to link the school improvement planning process to the principal's SLO process. This also serves to focus and align school goals, thereby reducing work. For example, principals could work with a school leadership team to review and analyze data, and identify a goal (or goals) for the School Improvement Plan (SIP). These goals typically address an area of overall greatest academic need and/or address achievement gaps with underserved student subgroups. The principal can further align the two goals (school improvement and SLO) by guiding the SIP goals to be written, assessed and monitored using the basic SLO steps. By using one process to mirror another, the principal's SLO is essentially pulled from (or is the same as) the School Improvement Plan that is collaboratively created with staff.

Questions to ask when beginning to plan for your SLO:

- Am I willing and able to foster engagement and buy-in for my SLO by including staff in my own goal-setting process or by linking it to a School Improvement Plan?
- If so, who, how, and when?
- If not, how will I accomplish this SLO on my own?

School Learning Objective (SLO)

Wisconsin designed its SLO as a cycle of continuous improvement, which mirrors the Professional Learning Community (PLC) or similar inquiry/improvement cycle processes. In simplest terms, the SLO process asks a principal to work collaboratively with a team or peer, as well as the evaluator in the Summary Year, to:

1. Determine an essential learning target for the year (or interval);
2. Review student data to identify differentiated student starting points and growth targets associated with the learning target for the year;

3. Review personal leadership practice data (i.e., self-reflection and feedback from prior years' learning-centered evaluations) as well as evidence of teachers' practice to identify practices to leverage as well as those to improve in order to support students meeting the growth targets;
4. Support teachers to determine authentic and meaningful methods to assess students' progress towards the targets, as well as how to document resulting data;
5. Review evidence of student learning and progress, as well as evidence of teachers' instructional practices and his/her own leadership practices;
6. Reflect and determine if evidence of instructional and leadership practices point to strengths which support students' progress towards the targets, or practices which need improvement;
7. Adjust accordingly;
8. Repeat regularly.

***CALLOUT BOX: Professional Learning Communities and EE.** Many Wisconsin schools and districts engage in PLC, or similar, processes. If the school or district implements the eight steps listed above with fidelity, regardless of what they call it (e.g., PLCs, teams, Continuous Improvement, or EE), they have met the requirements for Wisconsin's Educator Effectiveness learning-centered evaluation and do not need to duplicate or add processes for the sake of EE.*

Every principal writes at least one SLO each year. The principal should view the SLO as a way to take small, yearly steps towards a larger improvement process. While the SLO does require an academic focus and a link to academic standards, it does not require a principal to produce academic proficiency for all students (or a subgroup of students) in one year. Rather, it asks principals to move student learning, in one identified area of essential learning, closer to that objective. Principals discuss their SLOs collaboratively with a peer, team, or evaluator to regularly reflect and gather feedback. At the end of each year, the principal reflects on his/her students' progress and his/her own practice across the year using the SLO Rubric (see Appendix E) and the WFPL. The principal draws upon this reflection to inform school and leadership goals for the coming year. In the Summary Year, the principal's evaluator reviews all SLOs as evidence of school progress and the principal's continuous improvement practice across the EE Cycle using the SLO Rubric and provides feedback at the critical attribute level to inform areas of strength, as well as a strategic plan for improving any areas needing growth.

WRITING THE SLO

Creating a meaningful *and* achievable SLO is a challenging task. The SLO-writing process involves addressing the following key considerations:

- Rationale (or finding your focus)
- Learning content/grade level
- Student population
- Evidence sources
- Time interval
- Baseline data
- Targeted growth
- Leadership strategies and supports

- Implementation
- Monitor and adjust

Principals will find it helpful to reference the SLO Quality Indicator Checklist as they write and monitor the SLO throughout its interval (see Appendix E). Principals can also use this document to support collaborative conversations regarding the SLO across the interval.

RATIONALE

In this part of the process, principals explain, through narrative and data displays, how data analysis and review led to identification of a specific focus for academic improvement. This synthesis *must* begin with a review of prior school data and trends to gain a clear understanding of the school's student learning reality. This data review can and should include state level assessments as well as other local or school assessment results. Principals can consider both qualitative and quantitative data. It is impossible for a principal to select an appropriate or effective focus of improvement for the SLO without an understanding gained by a thorough data review.

To support principals in identifying and developing school improvement plans and SLOs, DPI created [WISEdash](#) and [WISExplore](#). WISEdash is a data portal that uses "dashboards," or visual collections of graphs and tables, to provide multi-year education data about Wisconsin schools. WISExplore is a data inquiry process, which directly mirrors the SLO process, used to analyze data in WISEdash. Principals can use the WISExplore inquiry process with data in WISEdash to analyze school-level data, identify trends, and create a rationale for a proposed goal. In fact, principals can store the visuals and graphs they created in WISEdash using the WISEdash Data Inquiry Journal and download it as evidence to support their school improvement plan and their SLO.

Questions to ask when determining rationale:

- In addition to WI Summative Assessments, what other types of data (both qualitative and quantitative) are available?
- Taken together, what story does (or stories do) our data tell?
- What are our overall academic areas of strength? What appears to be working?
- Where is our overall academic areas of need? What might be causing this?
- Is there a particular grade level that appears to stand out from the rest in a given area?
- Are there particular subgroups that are performing better or worse than others? What are our equity issues?
- Where do I see trends over time or as patterns across assessments?
- What learning improvement goals or plans have we had?
- What improvement strategies have we implemented?
- What successes have we seen or what barriers have we encountered?

Insert Rationale Example

LEARNING CONTENT/GRADE LEVEL

Principals link the focus of the SLO to the appropriate academic content standards and confirm that the focus (content) is taught or reinforced throughout the interval of the SLO. SLOs typically focus on high level skills or processes rather than rote or discrete learning.

Identifying a focus for the SLO. Look for processes or skills that meet at least one of the following tests:

Endurance – Knowledge or skill that is useful across a lifetime (e.g., reading, explanatory writing, problem-solving, etc.)

Leverage – Knowledge or skill that will be of value in multiple disciplines (e.g., research process, reading and interpreting graphs, critical thinking, etc.)

Readiness (for the next level) – knowledge or skill that is necessary for the next grade or next level of instruction (e.g., concepts of print, balancing an equation, etc.)

(Doug Reeves, 2002, *The Leader's Guide to Standards: A Blueprint for Educational Equity and Excellence*)

Insert Learning Content Example

TIME INTERVAL

The length of the SLO, called the *interval*, **must** extend across the entire time that the learning focus of the SLO occurs. For most principals, the interval will span an entire school year (e.g., modeling in 3rd grade math, argumentative writing in U.S. history). For others, the interval might be a semester or possibly another length of time. Principals will do well to consider the reality that a longer interval provides more time to apply, monitor, and adjust strategies that result in higher levels of student learning.

Insert TIME example

STUDENT POPULATION

A thorough data analysis will almost always point to more than one potential area of focus for the SLO population. Ultimately, the principal has discretion in choosing the population of the SLO. There is hardly ever only one, right answer. A principal should narrow the focus to a learning priority that his/her school can realistically achieve with support and persistence.

Consider the following example. A principal finds that 9th/10th grade Aspire and 11th grade ACT all point to writing as an area of concern. A very large, wide-open option is to include all students in the school as the SLO population. Another option might be to narrow the population to 9th grade students. A third option might be to narrow it even more to attack an ongoing achievement gap at a given grade level such as 9th grade special education students or 10th grade at-risk students.

A principal's ability to set and achieve goals for improved levels of student learning closely align to the evolving role of instructional leadership, and principals will find themselves variously equipped to engage in this process. Those newer to the work may find it helpful to have a more narrow population in the SLO. Those ready for a greater challenge can include larger populations

by writing tiered SLOs that identify multiple groups within the larger population and assign differing starting points and growth expectations to each group.

A team, peer, or evaluator should advise a principal struggling with writing an SLO to get started, reflect on what is working and what is not, and adjust accordingly. Principals' SLOs and the associated processes will improve with practice. The main thing to remember is that principals must support any choice made in developing an SLO with data. Teams, peers, or evaluators will provide feedback regarding the accuracy and appropriateness of the data analysis, reflection, and resulting SLO decisions. This feedback will help the principal not only become better at developing SLOs, but also at using the same skills (i.e., data collection, analysis, reflection, and action planning) to drive student learning forward as part of the SLO and other school improvement goals.

CALLOUT BOX: The process to improve the SLO is the same process used within the SLO to improve student outcomes. With this alignment, principals learn best practices for the SLO, which supports learning of best practices for instructional leadership. Through the process, principals ultimately improve in SLOs, which supports improvement in instructional leadership.

Questions to ask when identifying the student population:

- Do the data point to a particular group or groups of students that I should identify as the population for this SLO (a group that is further behind or who have chronic gaps)?
- If this group is very large, do I have the knowledge and expertise to write a tiered SLO?
- If this group is very large, is there a way to narrow the population contained in this SLO to make it more manageable?



The SLO requires the principal to identify a population of students for focused improvement. Identifying a particular grade level or subgroup for an SLO **DOES NOT** mean that a principal 'cares less' about some students or groups of students than others. The principal purposefully identifies the population after a thorough consideration of the school's student learning data. It goes without saying that the principal will think about and worry about the academic achievement of all the students in the school!

Insert Student Population Example

EVIDENCE SOURCES (ASSESSMENT)

Most principals say that identifying the evidence source is the most difficult portion of the SLO process, especially for their first few years. Principals must use interim assessments three times across the year (or other interval) to measure student growth across the interval. There is no DPI requirement for educators to use a “traditional test,” or a test purchased from a vendor for their interim assessments. While at first glance purchased tests may seem attractive, a principal (or district administrator if the decision is a district-wide policy) must carefully weigh how closely the assessment actually measures the focus of the SLO, and consider other factors such as the cost of such assessments, the time it takes to administer them, and the impact of over-testing on teachers and students. Teacher-team designed assessments have the advantage of being created specifically to test the content and/or skills being taught (the focus of the SLO), making them better able to identify and inform areas for instructional adjustment. These assessments may also feel more authentic to students if they take a form other than a “traditional test,” reducing test anxiety or “burnout.” Additionally, assessments designed by teachers also provide opportunities to build teacher (and leader) knowledge around assessment literacy.



MYTH BUSTER: DPI does NOT require educators to use standardized assessments for their SLOs. Additionally, an “assessment” does not have to look like a traditional “test.” Educators can use rubrics to score student performance, conversations, writing tasks, portfolios, etc. Educators should use the assessment type which best and most appropriately assesses the identified content and/or skill.

Teacher Teams. Teachers would benefit from participation in one or more teams that include as many combinations of the following options as possible: 1) teachers in the same grade level and subject area; 2) teachers in the same subject area but across grade levels; and/or 3) teachers in the same grade level but across subject areas. Depending on the composition of any given teacher-team, the group can focus on: 1) specific content and skills within a given subject area (teachers of same subject and grade level); 2) specific skills or content necessary to support learning in a subject area in future grade levels (teachers of similar subject, differing grade levels); 3) specific skills necessary to support learning across subject areas (teachers of similar grade level, differing subject area); 4) or specific skills necessary to support learning across subject areas and in future grade levels (flexible team composition). While regular interaction with teams representing a combination of these populations is ideal, some very small schools or districts may have fewer combinations/options. In these schools or districts, teacher teams can create a rubric to assess key skills identified by the team that transcend subject area and/or grade level. Additionally, educators in these schools can connect virtually to networks of educators in similar roles.

To impact student learning, teacher teams need regular, structured time to meet and collaboratively identify learning targets and assessment practices, review data, and create strategies to adjust instruction accordingly.

In addition to identifying or developing the interim assessment used three times to formally measure growth towards the SLO, principals must identify other methods teachers use to monitor student learning in an ongoing way. Teachers use more informal, formative practices on a daily basis to determine what their students know and can do. These more formative practices serve two functions. First, formative practices can help the principal understand if or how well teachers implement the strategies and action steps identified within the SLO. Second, formative practices allow educators to monitor student learning on a regular basis. With regular evidence of student learning, principals can quickly help teachers identify successful instructional strategies and practices to leverage, as well as unsuccessful practices to adjust or discard. This real-time feedback and adjustment allows teachers to have greater impact on student learning. Principals will find it helpful to consult with teaching staff to identify one or more formative ways that student learning can be monitored throughout the entire interval.

Questions to ask when thinking about evidence sources:

- Is there an assessment currently being used to measure a given focus area?
- If not, can teacher teams design an assessment to measure it?
- For every potential assessment: Is it...
 - Valid: How well does it measure the learning targets?
 - Reliable: Can this assessment provide accurate results regarding students' understanding of the targets? Is there a process to ensure that students performing at similar levels receive similar scores, regardless of who scores the assessment (e.g., common rubrics, training, etc.)?
- What other methods might teachers use to formatively monitor student learning along the way to measure the impact of the strategies without waiting for the middle or end of the interval?
- Should I build in dates and time to analyze data?
- Will I involve others to analyze data and decide about adjusting strategies?

Insert Assessment Example

BASELINE EVIDENCE

Near the beginning of the interval, teachers give the interim assessment to students identified as the population for the SLO. Or, the interim assessment might be given to all students to help identify the SLO population. The data collected here is called the *baseline* and should be reported in your SLO documentation. The baseline marks the starting point for the population group.

Insert Baseline example

TARGETED GROWTH

Principals use the baseline data to set an end goal, called the *target*, for student learning. The end goal is the acquisition of specific knowledge and/or skills, not scores, grades, or levels from an assessment (e.g., improving specific literacy skills versus improving MAP Reading scores). However, the growth must be measured. The target identifies the amount of growth relative to

specific knowledge and/or skills expected of students as measured using an identified assessment.

Remember: The assessment does not have to be a traditional test, but could use rubrics to measure skills displayed through writing, performance, portfolios, etc.

For principals new to goal-setting based on student growth across time, setting the target may feel more like making an educated guess than applying a logical process. Use WISExplore data inquiry processes in WISEdash and engage in conversations with teachers to gather insight into how much growth a ‘typical’ student makes in a focus area in a year or other interval. Principals who struggle to set the target should be reassured by the fact that the goal can be adjusted at mid-interval if it becomes apparent that it was set too high or too low.

Remember: The SLO process is intended to help improve data analysis, reflection, and action-planning skills across time to support: 1) improved SLO development; 2) improved outcomes for identified SLOs; and 3) use of the same skills in all continuous improvement efforts in the school moving forward.

Questions to ask when determining the target:

- How much growth towards the learning target has this population of students made in the past?
- Does the growth target I have set push me a little outside of my comfort zone and stretch all learners (i.e., me, my staff, and the students)?
- Have I set thoughtful growth targets for each group with different starting points if I am writing a tiered SLO?

Insert Growth Target Example

SLO GOAL STATEMENT (SMART CRITERIA)

A SMART goal is simply a type of goal statement written to include specific components. They are:

Specific: Identify the focus of the goal; leave no doubt about who or what is being measured (e.g., all 2nd grade students reading at grade level, 10th grade special education students gaining proficiency with expository writing, etc.). *The focus of the SLO must be rooted in student academic learning.*

Measurable: Identify the Evidence Source (the one being used at the beginning, middle, and end of the interval to establish the baseline and measure growth). It is **not** advisable to have two assessments listed in the goal statement (e.g., reading at grade level as measured by A and B). This makes it more complicated to identify the growth made and whether or not the goal was attained. Keep it simple.

Attainable: Requires reflection/judgement from the reader. Does the goal seem doable but still a bit of a stretch? This speaks to the rigor of the process.

Results-based: The goal statement should include the baseline and target for all students/groups covered by the SLO. This may be included as a table or even in an

attachment that *clearly* spells out what the starting point and expected ending point is for each student

Timebound: The goal is bounded with a clear begin and end time. For the SLO, restate the interval (e.g., September 2016 - May 2017).

Insert Goal Statement Example

LEADERSHIP STRATEGIES AND SUPPORTS

Principals should see the *strategies* as the key ingredient to SLO success. Strategies and supports are the *new* actions that will ultimately result in higher levels of learning (growth) for students. This calls upon the principal to be thoughtful instructional leader and develop plan that will improve leading and teaching, and thus, learning. This parallels the action plan section of a school improvement plan. It is important to understand that improved student learning will not occur if the educator is not also learning (e.g., leadership and instructional strategies and skills). Simply identifying new strategies without supporting educators' ability to learn how to effectively use the strategies will not result in student growth.

As stated by Tim Kanold, "It's not *just* about the students. In fact, it's really about student learning and growth *and* adult learning and growth, intricately woven together forever." (Kanold, 2011, p. 133)

It is critical to identify a **few**, key strategies that will lead to better results. Too many strategies are guaranteed to be lost in the day-to-day business of the school. Too few or the wrong strategies will not have any impact at all. Strategies that fit one context may not work well in another. Educators must remember that even the most carefully thought out and crafted strategies may need adjustment (or to be discarded) as the year goes on as part of continuously improving.

Questions to ask when determining strategies:

- What are we doing or not doing that is leading students to the current data reality?
- How might leadership, structures, curriculum/instruction/assessment, culture, parents, staff, and policies be contributing to our results?
- What evidence do I have to support my answers to the questions above?
- Who can help me identify the action steps that will move us forward?
- What leadership actions will move student learning forward? What should we do? What should we stop doing?
- What authentic and appropriate teacher actions will move student learning forward?
- What kind of learning (i.e., content and delivery) do I need?
- What kind of learning (i.e., content and delivery) do the teachers of the target population need?
- How will I communicate, collaborate, and engage my staff to guarantee buy-in to the goal and the plan?

Insert Strategies Example

IMPLEMENTATION

Even the most thoughtful, best written SLO will turn into well-intended fiction if the principal does not implement the identified strategies. Some strategies are straight-forward, others are more complicated and will require multiple steps. In addition, the culture of the school will impact how easily any given strategy can be implemented. Engaging teachers and school leadership teams can help to not only craft the School Learning Objective, but also to develop plans for implementation within the school's context.

PROFESSIONAL PRACTICE GOAL (PPG)

Principals typically develop Professional Practice Goals (PPGs) around an area of improvement identified during their self-review. When developing a PPG, a principal will also develop a year-long plan for goal attainment that includes activities and needed resources. Some principals link the professional learning in the PPG to the change they are attempting to lead in their SLO.

Questions to ask when developing a PPG:

- What are my strengths/challenges as a building leader?
- How is my practice reflected in the WFPL rubric?
- What am I interested in learning/doing/improving?
- Does it make sense for me to connect my PPG to my SLO?
- Where can I build in meaningful networking and collaboration with colleagues?

Once developed, the principal shares the PPG with a peer or an evaluator. In collaboration, they continue to monitor PPG progress through evidence collection and reflection over the course of the year. The processes and conversations related to the PPG can also serve as evidence of a principal's professional practice, as measured by the WFPL (e.g., data use, strategic planning, professional development for self and staff, etc.).

For a discussion about PDP and EEP alignment, see Appendix G.

Insert PPG Example

PLANNING SESSION AND ONGOING CONVERSATIONS

Collaborative Conversations Surrounding the SLO and PPG

Wisconsin embedded opportunities for collaborative conversations formally in the beginning, middle, and end of the year, but these conversations should continue informally throughout the year. The Planning (or Peer Review) Session serves as the first formal check-in that allows for conversations around goal development and goal planning. At the Planning (or Peer Review) Session, principals receive support, encouragement, and feedback regarding their SLO and PPG processes. Collaborative conversations, such as those that happen as part of the Planning (or Peer Review) Session, encourage reflection and promote a professional growth culture.

Principals prepare for these collaborative conversations by sharing their PPG and SLO with their peer or evaluator. When preparing for a Planning (or Peer Review) Session, principals reflect on all of the questions they addressed as they developed their goals and identify where they need support.

Evaluators or peers preparing for these collaborative conversations review the PPG and SLO, develop feedback related to each goal, and develop questions that will foster a collaborative conversation. The WI learning-centered process stresses the need for conversations that will stretch thinking and foster educator growth. Peers or evaluators can foster such conversations using a coaching protocol that has three key elements: (1) validate, (2) clarify, and (3) stretch and apply.

Validate: What are the strengths of the SLO or PPG? What makes sense? What can be acknowledged?

Clarify: This involves either paraphrasing (to show that the message is understood and check for understanding) or asking questions (to gather information, clarify reasoning, or eliminate confusion).

Stretch and Apply: Raise questions or pose statements to foster thinking and stretch goals and/or practices.

Improving Coaching Conversations: A cross-agency DPI work team is currently developing a coaching competencies framework to support districts' selection, training, and use of coaches in their continuous improvement processes.

A coaching protocol can be used to structure Planning (or Peer Review) Session conversations. For example:

Validate - I see you have done a thorough analysis of your school's data. You clearly have dug into the *Wisconsin Framework for Principal Leadership* and have been thinking about...

Clarify - So you decided to focus your PPG around Schoolwide Use of Data because you realized that even though you have created and shared goals around literacy in the past, you really hadn't thought much about what it was that teachers would be doing differently in their classrooms. Right now you are feeling unsure about the Strategies section of your SLO and want to figure out ways to get teachers involved in using data to support literacy?

Stretch and Apply – How could you use the same process we have used to analyze and reflect upon data as a model for your teachers' data use? What structures would need to be in place to support consistent and accurate data collection, analysis, and use to support literacy?

During the Planning (or Peer Review) Session, the evaluator and principal discuss and agree upon evidence sources for both the SLO and PPG goals. And during a Summary Year, the

evaluator and principal discuss and plan for possible observation opportunities and artifact collection in order to cover adequate evidence for the areas of practice included in the Summary Year evaluation.



MYTHBUSTER: DPI does not require schools or districts to use the DPI-created forms. DPI provides forms to support collaborative Educator Effectiveness conversations regarding the Planning Session, Observations, Mid-Year Review, and End-of-Cycle Conference. Districts can use any coaching protocol to support the discussions, and any method to document evidence from the discussions that best meets their needs.

Insert Planning Session Example

Reflection and Refinement

Following the Planning Session, principals have the opportunity to reflect further on their goals, make any refinements, and then begin to implement their strategies.

Insert Refinement Example

During the Educator Effectiveness Cycle of Improvement

Collecting Evidence

Both the principal and evaluator collect evidence of practice and student growth throughout the year. Principals and their evaluator or peer should have discussed, agreed upon, and planned for evidence collection at the Planning Session. See Appendix C for a visual summary of evidence collection.

Artifacts

Artifacts contain evidence of certain aspects of professional practice that may not be readily visible through an observation. Artifacts can be described as behind-the-scenes evidence. The evidence identified in artifacts demonstrate levels of professional practice related to the components of the WFPL. Evaluators and principals will use evidence from individual artifacts to inform goal monitoring and feedback, as well as discussions about levels of performance for related WFPL components.

The table below provides example evidence sources and indicators related to a WFPL component. Refer to Appendix C for possible evidence sources for each component of the WFPL.

Figure 6: Example evidence sources for 1.1.4 Professional Development and Learning

1.1.4 Professional Development and Learning	
Evidence	Look-for
<ul style="list-style-type: none"> ● Schoolwide professional development plan ● Observations of staff/faculty professional development meeting ● School budget for professional development resources ● Agendas and attendance for professional development offerings 	<ul style="list-style-type: none"> ● Professional development relates to key school improvement strategies in SIP ● Time and resources are allocated for professional development ● Embedded professional development (opportunities for staff to engage in learning activities during school day) ● Principal involvement/engagement in professional development activities

SLO Evidence

It is critical that principals work with teachers to collect data related to the SLO continually through the formative methods identified when the SLO was developed. At the midpoint in the SLO timeframe, the identified assessment is also administered. It is equally critical that time is set aside for teachers to analyze and reflect on the ongoing data results and identify ways to appropriately adjust instruction accordingly to move student learning (and the SLO) forward. The principal should identify regular times to meet with teacher teams to discuss the implementation of the SLO strategies and identify ways to support them and their learning in a way that is meaningful and authentic. Above all, the principal should devise a way to ensure that the SLO is maintained as an organic, living document across the year by monitoring student progress and revising strategies as needed.



MYTHBUSTING DPI does not require “data” to be numbers or scores from standardized assessments or traditional “tests.” “Data” refers to any facts gathered for reference or analysis. This refers to any evidence of student learning and growth in any format, as long as it is accurate, appropriate, and authentic.

Observations

Observations are a shared experience between an educator and evaluator and the most direct method of obtaining evidence of practice. Observations allow principal evaluators to see principals in action: leading activities, monitoring and providing feedback on educator

performance, collaboratively analyzing data, resolving conflicts, building consensus, or modifying and developing school improvement plans. Evaluators can observe school leadership in many different contexts. Further, time parameters around observable events are generally not fixed, but each context provides useful information about school leadership.

Skilled evaluators understand that conducting high quality observations requires ongoing training and calibration so that principals receive accurate growth-oriented feedback. The training also ensures that the evidence collected from the observation accurately assesses leadership performance.

During a Summary Year, observations include one announced school visit with pre-observation planning, post-observation planning, post-observation discussion, and two shorter sampling visits. It is not unusual to see more frequent school visits. Direct observations should be a primary focus of the announced school visit, but also can be part of the shorter school sampling visits. Evaluators may also conduct additional observations across all years.

Announced School Visit

Scheduling the announced school visit is important to make sure that the evaluator sees the leader in action. The length of time is not prescribed, but should last long enough to adequately assess leadership on relevant components and to provide detailed feedback. For example, the evaluator may want to observe the principal leading a learning team meeting or data preview meeting for the entire length of the meeting.

Examples of Announced School Visits observations could include:

- Leader facilitating a team, department or content group meeting
- Leader conducting staff professional development
- Leaders presenting to the school board, a parent group, or other stakeholder group
- Leader generating input on school improvement priorities
- Leader providing feedback to a teacher after an observation and/or conducting the Post-Observation conference with a teacher

Sampling Visits

Evaluators conduct two sampling visits (shorter observations) during a Summary Year. The shorter observations are opportunities to see the leader during daily leadership practice and can help provide additional detail for feedback and assessment of leadership. Sampling visits do not always focus on seeing the principal as the lead person carrying out an activity. The leader may be participating in a meeting led by another staff member or observing a grade-level discussion. Even though they are short in duration, these opportunities allow evaluators to ask the leader about the observed events/activities, how the principal will use information gleaned from the event/activity to provide feedback to teachers, and how the information (i.e., the event/activity, as well as related feedback to teachers) relates to school improvement priorities.

Examples of opportunities for sampling visit observations:

- Leader monitoring hallways, transportation areas, or other public areas during transition times
- Leader carrying out game or event management
- Leader managing a student discipline issue in the moment
- Leader resolving a staff disagreement
- Leader conducting formative learning walks

Tips and Considerations for Conducting Principal Observations

Focus on what's important and what's immediate. To maximize impact and relevance of feedback, evaluators should ask principals what they most desire feedback on and what events they would most like the evaluator to observe.

Manipulate time and/or remain invisible. The presence of a district leader may affect how the principal or the people interacting with the principal behave. District leaders could avoid this by using a variety of observation methods, including asking principals to record themselves in action and submit links/videos for their evaluators to review. This method not only removes anxiety for the principal, but can also address scheduling/capacity of the superintendent by removing the requirement for the evaluator to observe the practice in real-time.

Combine High-Leverage Observation Events with High-Leverage Artifacts. High leverage observations and artifacts have the following characteristics: a) span multiple components; b) focus on district or school improvement priorities; and c) demonstrate a normal and authentic part of leadership work. Evaluators and principals draw the most valuable (e.g., meaningful, comprehensive, and efficient) evidence from high-leverage evidence sets, or high-leverage artifacts which supplement high-leverage observation events.

High-Leverage Evidence Sets

High-leverage evidence sets result from intentional and strategic collection and use of observations and artifacts. These evidence sources differ from a random collection of artifacts or observations that are then retroactively assigned to components (i.e., isolated lists of leadership team members, meeting addenda with no context or follow up, notes from school walkthroughs or classroom observations that are not connected to descriptions of instructional priorities).

Isolated or random evidence sources may provide little insight about leadership practice, insufficient information to evaluate individual components, and have little strategic value in and of themselves. In contrast, high-leverage evidence sets help illustrate leadership practice as it deeply informs leadership action relative to school and/or district improvement, providing a rich basis for reflection and growth.

A high-leverage set covers multiple components. As a result, principals may potentially collect fewer evidence examples, which can ease the burden for the principal. Additionally, high-leverage sets ease the burden of the evaluator, who otherwise has to try to figure out what all the disparate artifacts submitted by the principal tell about his/her leadership practice. For example, a high leverage artifact set may include: a) school improvement plan or priority document; b)

observation of community and/or staff engagement meetings related to plan development; c) agenda and notes from leadership meeting related to action plan; d) evidence of plan progress, changes, and results; and e) principal reflections on progress toward these pieces, as well as thoughts on next steps. In this example, the principal has collected a high-leverage evidence set which simultaneously provides evidence of their school improvement plan, EEP (SLO Rubric and Quality Indicator Checklist, Appendix E), and professional practice (Wisconsin Framework for Principal Leadership, Appendix B).

The table below provides examples of types of observations and artifacts that principals and evaluators can combine into high-leverage evidence sets.

Figure 7: Examples of observations and artifacts that may be combined into high-leverage evidence sets

Examples Observations and Artifacts	Aligns to These Multiple Components
Short observation of the principal’s presentation to the faculty regarding information learned from a recently attended workshop or conference, supplemented with handouts created by the principal for the faculty.	1.1.4 Educator Development and Learning 2.1.1 Professionalism
Observation of the principal leading a staff meeting focused on the creation of a building-level school improvement process, supplemented with photos taken of data charts posted on the walls during a data walk.	1.1.5 Distributed Leadership 1.2.1 Mission and Vision 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 1.2.4 School-wide Use of Data 2.1.2 Time Management and Priority Setting 2.1.3 Use of Feedback for Improvement 2.1.4 Initiative and Persistence
Observation of principal supporting and/or facilitating a school-wide learning plan or PLC group, supplemented with schedules demonstrating time for PLCs to meet and evidence of how their work aligns to the school/district improvement plan.	1.1.4 Educator Development and Learning 1.1.5 Distributed Leadership 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 2.1.1 Professionalism
Observation collected via videotape of principal hosting a post-observation feedback meeting with a teacher, supplemented by notes collected during the observation of the teacher; superintendent documents the coaching and feedback provided by the principal.	1.1.3 Observation and Performance Evaluation 1.1.4 Educator Development Learning
Observation of school leadership team meeting to ensure that observations and feedback meetings with teachers occur in a timely manner, and to check for consistent	1.1.3 Observation and Performance Evaluation 2.1.2 Time Management and Priority Setting

use and interpretation of rubrics used during teacher observations.	
Observation of principal monitoring morning arrival of students, which have recently included conflicts between the bus driver and parent-safety officer.	2.1.3 Learning Environment Management 2.2.3 Conflict Management and Resolution 2.2.4 Consensus Building

Mid-Year Review and Ongoing Conversations

Professional conversations continue regularly and informally throughout the EE Cycle. The Mid-Year Review is one of three formal check-ins built into the Wisconsin learning-centered process during which professional conversations occur. At the Mid-Year Review, principals converse with their evaluator and/or peer about evidence collected and observed up to this point in the year. Principals prepare for the Mid-Year Review by reviewing progress towards goals (i.e., SLO and PPG) based on evidence collected, assessing leadership strategies used to date, and identifying any adjustments to the goal and/or strategies used, if necessary.

Questions to ask when preparing for the Mid-Year Review:

- What does the evidence I have collected tell me about the progress of my goals?
- Am I on track to achieve my goals?
- If not, have I implemented the strategies I outlined in my original plan?
- Do I need to adjust or replace my strategy so that I can achieve my goals?
- What evidence can help identify which strategies need adjustment?
- What support do I need to achieve my goals?

Peers and evaluators prepare for the Mid-Year Review by reviewing the principal's progress towards goals, including evidence collected and strategies used to date, as well as developing formative feedback questions related to the goals.

Evaluators or peers can use a coaching protocol to structure middle-of-the year conversations. For example:

Validate - The log you are keeping to document your monthly meetings with the teachers appears to help you keep track of those times, dates, and conversations.

Clarify - What are some ways you have incorporated what you are learning from those meetings with teachers into school goals?

Stretch and Apply – During your leadership team PLC, have you discussed with the other elementary principal how she involves the teachers in her building in setting goals? How can you apply the same PLC process your teachers use in their teams within your own leadership PLC in order to monitor school goals, identify leadership strategies, and adjust practice based on ongoing data conversations?

During the Mid-Year Review, principals and their peer or evaluator also collaboratively review collected evidence in order to situate their learning-focused conversation around the components of the WFPL and the SLO rubric.

Insert Mid-Year Review Example

Conversations about Professional Practice

Principals and evaluators base conversations about professional practice on collected evidence from observations and artifacts, aligned to the WFPL. Collaborative conversations grounded in the WFPL, an agreed upon and shared vision of professional practice, increase the possibility for authentic and meaningful professional growth. For example, when a principal and evaluator reflect on collected evidence, review the WFPL together, and agree upon the level of performance, they can also jointly identify strategies for moving practice to the next level. Critical attributes in the WFPL provide direction for improving practice.

Conversations about SLOs

Principals and evaluators base conversations about SLOs on collected evidence that demonstrate student growth, as well as practice related to SLO processes. Evaluators and principals use the SLO Rubric and associated Quality Indicator Checklist (Appendix E) collaboratively as a tool to help assess progress and discuss any possible strategy changes. Data collected by the principal during observations of teaching, as well as evidence from observations of the principal's school leadership, should yield important insights into practices that influence the progress and success of the SLO and may help identify practice adjustments needed to meet the SLO goal.

Collaborative Conversations Support Process and Serve as Evidence of Practice

Conversations about the processes and strategies that a principal has utilized to work toward SLO achievement can and should be used as evidence of professional practice. For instance, if a principal develops an SLO based on an assessment of schoolwide data and then regularly monitors the progress of the SLO with further data analysis by school teams or grade level teams, this work not only provides evidence of the principal's SLO process (SLO Rubric and Quality Indicator Checklist, Appendix E), but also provides evidence of practice related to WFPL Component 1.2.4 Schoolwide Use of Data. Additionally, if the principal aligned the SLO and school improvement plan processes, the ongoing data analysis meets a third requirement (SIP development and monitoring). By following best practice, the principal has effectively and efficiently met state and local requirements while also supporting growth for all learners (e.g., adults and students).

Feedback and Coaching Based on the Wisconsin Framework for Principal Leadership

As discussed above, evaluators and peers should focus conversations at the component or, ideally, the critical attribute level, to provide the most meaningful and specific feedback while focusing on practice and not the person.

To support ongoing, continuous improvement, feedback must not only be specific and comprehensive, but also regular (i.e., more often than the three formal EE check-in meetings) and timely, so that principals can adjust strategies and practice according to data and evidence. When principals participate in regular, ongoing evidence-based professional conversations, the feedback is invaluable because it is relevant to their practice and they can immediately act upon the feedback to impact their goals and performance. While the EE Cycle requires several formal feedback sessions (e.g., Planning Session, Mid-Year Review, Post-Observation, and End of Cycle), formative feedback sessions with a peer or evaluator should occur on a regular basis.

(Remember: The process is not intended to label practice and then identify relevant professional development at the end of the year, but instead to BE professional development by identifying and informing needs in real-time to allow for specific adjustments to improve practice and impact student learning.)

Learning-focused conversations are transparent, predictable, and support ALL learners (e.g., adults and students), thereby building trust in the process and enhancing results. Principals who are in a supportive culture that embraces continuous growth and risk-taking will excel in advancing their professional practice. Evaluators and peers help to establish a supportive culture by being thoughtful and purposeful in the types of coaching questions they ask, by providing timely and relevant feedback, and by working collaboratively with principals.

Reflection and Revision

Throughout the EE Cycle, principals regularly reflect on their practice and assess their goal progress. The Mid-Year Review is only one point in time when those things occur. After having any collaborative conversations and reviewing evidence, principals should reflect, identify strengths and weaknesses, and select appropriate strategies to move forward.

Toward the End of the Educator Effectiveness Cycle of Improvement

Evidence Collection

At the end of each year, the principal reviews evidence collected during the cycle that supports the PPG and SLO and represents professional practice related to the WFPL. Principals in a Summary Year ensure that they have collected evidence related to each of the components of the WFPL. Principals in all years should ensure that they have evidence that demonstrates their

progress and successes in achieving their PPG and SLO. SLO evidence will include the final assessment given to the population identified in the SLO.



MYTHBUSTING: DPI does not require principals to collect a certain number of artifacts for each component. Principals should strategically identify high-leverage evidence sets that relate to more than one component, and fill in gaps with other evidence as needed, to illustrate practice.

Completing the SLO

After collecting and reviewing evidence, principals self-score each of the six SLO critical attributes using the SLO Rubric and Quality Indicators Checklist (Appendix E). Assessing the SLO requires a principal to reflect on student progress and his/her SLO process and can provide insight about ways to improve both moving forward. This self-assessment becomes evidence of the principal's ability to accurately reflect on his/her practice and its impact on student progress, which the evaluator will use in the Summary Year (SLO Rubric and Quality Indicators Checklist in Appendix E).

In a Summary Year, the evaluator reviews all evidence of all available SLOs (3 in a typical 3-year cycle, only 1 for a first-year principal) and identifies the level of performance that best describes performance across all three (typically) years for each of the six SLO critical attributes using the SLO Rubric and Quality Indicators Checklist (Appendix E). Evaluators can assign a single holistic score by identifying the level of performance selected for most of the six SLO critical attributes. The evaluator should prepare notes for the End-of-Cycle Conference to support conversations and reflections at the SLO critical attribute level in order to provide the most specific and actionable feedback to inform changes in the principal's practice.

End-of-Cycle Conference and Conversation

Principals prepare for the End-of-Cycle conference by sharing with their evaluator/peer results of their PPG and SLO. In a Summary Year, principals also share WFPL evidence.

Questions to ask when preparing for the End-of-Cycle Conference:

- What does the evidence I have collected tell me about the results of my goals?
- Did I achieve my goals?
- If not, why did I not achieve my goals?
- If yes, why did I achieve my goals?

Evaluators and peers prepare for the End-of-Cycle conference by reviewing goal results, including evidence collected, and developing formative feedback related to the goals. In a Summary Year, the evaluator can also assign a holistic SLO score. As previously noted, it is

likely that documents and evidence supporting the PPG and SLO processes will also provide evidence of principal professional practice and can support conversations and feedback associated with multiple WFPL components. The evaluator could prepare notes that align feedback for goals and feedback for professional practice to more effectively and efficiently structure the End-of-Cycle conference.

Drawing upon the evidence and prepared feedback, evaluators and peers also develop questions that will promote a collaborative conversation. Again, a coaching protocol can be used to structure the End-of-Cycle conversation. For example:

Validate - You've done a lot of honest reflection about your SLO.

Clarify - Your thinking about your SLO has changed a lot over the semester. At the beginning you believed that by asking all staff to focus their SLOs on literacy, your own SLO would be accomplished. What you have learned is that you did not meet your SLO goal and the feedback from non-ELA teachers is that the early-release session on Disciplinary Literacy was almost worse than getting no training at all.

Stretch and Apply - You've talked about the challenges you faced by using the post-course assessment as the growth measure for your SLO. What might you have done differently? How can that inform your SLO and leadership practice in the coming year?

During the conference, the evaluator and principal collaboratively review evidence, goal results, and possible next steps. In the Summary Year, the evaluator shares levels of performance for the SLO and the 21 WFPL components. By discussing feedback at the critical attribute level, the evaluator and principal can not only identify a few areas of focus (components) for the coming EE Cycle, but also develop a strategic plan based on actionable changes (strengths to leverage and areas to improve) informed by the critical attributes within the identified components. As principals collaboratively reflect on their EE Cycle during the conference they can use the lessons they have learned to discuss and begin to plan for a new cycle.

Insert EEP End of Year Example

Reflections and Next Steps

Reflection includes identifying performance successes and areas for performance improvement. Principals should review performance successes to identify factors that contributed to success, which of those factors they can control, and then take steps to continue those controllable factors in the next cycle. Principals should reflect upon areas needing improvement to identify potential root causes and possible leadership strategies for overcoming the identified root causes in the future. Reflections should not only occur within the context of what is needed for individual growth, but also within the context of school and district improvement strategies. The next steps that emerge from reflections for individual improvement can be aligned to school and district improvement strategies and set the stage for the next year's school improvement plans and EE process.

It is inefficient and ineffective to try to improve critical attributes in all 21 components. As a principal prepares for a new EE Cycle, they should work with their evaluator or peer to identify an area (or areas) of needed improvement for focus in the coming year(s).

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Appendices

- A. Research Base
- B. Wisconsin Framework for Principal Leadership
- C. Evidence Sources and Guidance
- D. Wisconsin Statutory Language Regarding Personnel Evaluations
- E. SLO Rubric and Quality Indicators
- F. Assistant/Associate Principal Evaluation
- G. PDP and EEP Alignment

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Appendix A: Research Informing the Principal Evaluation Process and Wisconsin Framework for Principal Leadership

Trust

Trust between educators, administrators, students, and parents is an important organizational quality of effective schools.

Example citations

Bryk, A.S., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York, NY: Russell Sage Foundation.

Tschannan-Moran, M., & Hoy, W. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. Review of Educational Research, 70(4), 547-93.

Goal-setting

Public and private sector research emphasizes the learning potential through goal-setting.

Example citations

Locke, E. & Latham, G.P. (1990). A theory of goal-setting and task performance. New York: Prentice Hall.

Latham, G.P., Greenbaum, R.L., and Bardes, M. (2009). "Performance Management and Work Motivation Prescriptions", in R.J. Burke and C.L. Cooper (Eds.), The Peak Performing Organization. London: Routledge. pp. 33-49.

Locke, E.A., & Latham, G.P. (2013). New Developments in Goal-setting and Task Performance. London: Routledge.

Observation/evaluation training

Research and evaluation studies on teacher evaluation have pointed to the need for multiple observations, evidence sources, and training to provide reliable and productive feedback.

Example citations

Gates Foundation, (2013). Measures of effective teaching project, Ensuring fair and reliable measures of Effective Teaching: Culminating findings from the MET Project's three-year study.

Available at: <http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/>

Coaching, Support and Feedback

Bloom, G., Castagna, C., Moir, E., & Warren, B. (2005). *Blended coaching: Skills and strategies to support principal development*. Thousand Oaks, CA: Corwin Press.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

Kluger, A.N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254-284.

Lipton, L, Wellman, M. (2013). Learning-focused supervision: Developing professional expertise in standards-driven systems. Charlotte, VT: MiraVia, LLC.

Wisconsin Framework for Principal Leadership

Example citations

1.1 Human Resource Leadership

Béteille, T., Kalogrides, D., and Loeb, S., (2009). Effective Schools: Managing the Recruitment, Development, and Retention of High-Quality Teachers. National Center for Analysis of Longitudinal Data in Education Research (CALDER), Working Paper 37. Washington, D.C.: The Urban Institute.

Danielson, C. & McGreal, T.L. (2000). Teacher evaluation to enhance professional practice. Alexandria, VA: Association for Supervision and Curriculum Development.

Kimball, S. (2011). Principals: Human capital managers at every school. *Phi Delta Kappan* 92(7), p. 13-18.

Kimball, S. (2011). Strategic talent management for principals. In Allan Odden (Ed.), *Strategic management of human capital in public education: Improving instructional practice and student learning in schools*. New York, NY: Routledge Press.

Odden, A.R. (2011). Strategic management of human capital in education: Improving instructional practice and student learning in schools. NY, NY: Routeledge

Spillane, J.P., Halverson, R., & Diamond, J.B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23-28.

Stronge, J.H., Richard, H.B., & Catano, N. (2008). Qualities of effective principals. Alexandria, VA: Association for Supervision & Curriculum Development

1.2 Instructional Leadership

Hallinger, P., & Heck, Ronald H. (1996). Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

Hallinger, P., & Heck, R.H. (1998). Exploring the principal's contribution to school effectiveness. *School Effectiveness and School Improvement*. 9(2), 157-191.

Hoy, W.K., Sweetland, S.R., & Smith, P.A. (2002). Toward an organizational model of achievement in high schools: The significance of collective efficacy. *Educational Administration Quarterly*, 38(1), 77-93.

Louis, K.S., Leithwood, K., Wahlstrom, K.L., & Anderson, S.T. (2010). Learning from leadership: Investigating the links to improved student learning.

2.1 Personal Behavior

Marzano, R.J., Waters, T., & McNulty, B.A., (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Heck, R.H., Larsen, T.J., & Marcoulides, G.A. (1990). Instructional leadership and school achievement: Validation of a causal model. *Educational Administration Quarterly*, 26, 94-125.

Heck, R., & Marcoulides, G. (1996). School culture and performance: testing the invariance of an organizational model. *School Effectiveness and School Improvement*, 7(1), 76-95.

Reeves, D. (2004). *Assessing educational leaders: Evaluating performance for improved individual and organizational results*. Thousand Oaks, CA: SAGE.

2.2 Intentional and Collaborative School Culture

Knapp, Copland, Plecki, & Portin (2006). *Leading, Learning, and Leadership Support*. Center for the Study of Teaching and Policy, University of Washington.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. New York, NY: The Wallace foundation.

Louis, K.S., Leithwood, K., Wahlstrom, K.L., & Anderson, S.T. (2010). Learning from leadership: Investigating the links to improved student learning.

Marzano, R.J., Waters, T., & McNulty, B.A., (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

2.3 School Management

Odden, A.R., & Archibald, S. (2001). *Reallocating resources: How to boost student achievement without spending more*. Thousand Oaks, CA: Corwin

Louis, K.S., Leithwood, K., Wahlstrom, K.L., & Anderson, S.T. (2010). Learning from leadership: Investigating the links to improved student learning.

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Domain 1: Effective Educators				
Effective school leadership builds, sustains and empowers effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, effective principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.				
1.1 Human Resource Leadership				
As effective human resource leaders, principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.1 Recruiting and Selecting	<ul style="list-style-type: none"> Lacks a clear or sequential process to recruit or select staff Rarely applies school's vision and mission to recruiting and selecting decisions 	<ul style="list-style-type: none"> Inconsistently uses a clear and sequential process to recruit and select staff Inconsistently applies school's vision and mission to recruiting and selecting decisions Selection process typically limited to resume screen with unstructured candidate interviews Does not involve other teachers in selection process 	<ul style="list-style-type: none"> Consistently uses clear and sequential process to recruit and select effective and diverse staff Applies recruitment and selection strategy that is informed by school's vision and mission Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, analysis) as a factor in recruiting and selecting decisions Involves teacher leaders in selection process for some instructional staff 	<ul style="list-style-type: none"> Consistently uses clear and sequential process to recruit and select highly effective and diverse staff Applies recruitment and selection strategy that is integrated within School Improvement Plan Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selecting decisions Involves teacher leaders in selection process for all instructional staff Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Descriptions or documents on recruitment Interview artifacts: questions, assessment description 				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>1.1.2</p> <p><i>Assignment of Teachers and Instructional Staff</i></p>	<ul style="list-style-type: none"> Occasionally assigns staff to positions for which they are not qualified Does not consider student learning, teacher effectiveness or instructional team composition when making team assignments Rarely anticipates or plans for staff transitions 	<ul style="list-style-type: none"> Assigns teachers and other instructional staff to positions based on qualifications, but may not consider student academic or learning needs, or teacher effectiveness Attempts to create instructional teams (e.g., data teams, professional learning communities) but team member assignment is not based on staff strengths Anticipates some staff transitions, but has inefficient plan for such changes 	<ul style="list-style-type: none"> Assigns teachers and other instructional staff to positions based on qualifications, student academic and learning needs, and teacher effectiveness Assigns teachers and other staff to instructional teams (e.g., data teams, professional learning communities) based on individual and group strengths Identifies potential staff transitions and has strategies to fill positions prior to school year 	<ul style="list-style-type: none"> Assigns teachers and other instructional staff to positions based on qualifications, demonstrated effectiveness, and to support school goals and maximize student achievement Assigns teachers and other staff to instructional teams based on individual and group strengths, with input from teacher leaders and group members Identifies potential staff transitions and uses strategies resulting in almost all positions filled prior to school year Staff assignment process serves as a model for other schools and districts
<p>Example Sources of Evidence*:</p> <ul style="list-style-type: none"> Discussion with principal Staff allocation plan 				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>1.1.3</p> <p>Observation and Performance Evaluation</p>	<ul style="list-style-type: none"> • Rarely observes teaching • Gives staff infrequent or inaccurate feedback • Does not use evaluation process to identify accurate levels of performance • Fails to document or address weak performance • Rarely uses evaluation results for individual or school growth 	<ul style="list-style-type: none"> • Periodically observes teaching • Gives staff general or vague feedback • Completes evaluations that may lack differentiation or demonstrate inaccurate appraisals • Occasionally documents or inappropriately addresses weak performance • Inconsistently uses evaluation results to inform individual and school growth • Encourages teachers to seek support of peers 	<ul style="list-style-type: none"> • Regularly observes teaching using different modalities (walkthroughs, classroom and team-level observations) • Regularly gives staff clear feedback based on observations, other evidence sources, and evaluation criteria • Completes evaluations that identify accurate levels of performance and periodically reviews results for reliability • Appropriately documents and addresses weak performance, including intervention plans when needed • Consistently uses evaluation results to inform individual growth • Provides opportunities for teachers to observe each other's practice 	<ul style="list-style-type: none"> • Regularly observes teaching using different modalities • Regularly gives staff timely, clear, and actionable feedback based on observations, other evidence sources, and evaluation criteria • Completes evaluations that consistently identify accurate levels of performance and regularly reviews results for reliability • Appropriately documents and addresses weak performance, including intervention plans when needed, leading to improved performance or other appropriate outcomes • Consistently uses evaluation results for individual and school growth and to inform school improvement planning • Creates systems for peer support, including growth-oriented observations, analysis, and reflection
<p>Example Sources of Evidence*:</p> <ul style="list-style-type: none"> • Teacher evaluation schedule and documents • Post-conference/feedback forms • School visits and/or discussion with principals 				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.4 Professional Development and Learning	<ul style="list-style-type: none"> Provides learning opportunities that are not informed by student, classroom, or school data Learning opportunities are rarely tailored to meet educator needs or aligned with school improvement priorities 	<ul style="list-style-type: none"> Provides some general learning opportunities informed by current student, classroom, or school data Creates learning opportunities that meet some educator needs and generally align with school improvement priorities Creates some learning opportunities that are inflexible or adhere to a predetermined schedule 	<ul style="list-style-type: none"> Consistently provides learning opportunities informed by current student, classroom, and school data, reflecting cultural, linguistic, and other learning needs Creates productive and engaging learning opportunities that align with educator learning needs and school improvement priorities Encourages educators to take responsibility for improving their performance over time 	<ul style="list-style-type: none"> Implements collaborative learning opportunities informed by comprehensive analysis of student, classroom, and school data, reflecting cultural, linguistic, and other learning needs Creates productive and engaging learning opportunities that align with individual and school improvement priorities, and maximize use of time and resources Cultivates systems to assess and adjust quality of learning structures Empowers educators to “own” their learning, self-identify opportunities and support growth of others
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Schoolwide professional development plan Observations of staff/faculty professional development meeting 				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.5 Distributed Leadership	<ul style="list-style-type: none"> Rarely encourages staff members to seek increased responsibility based on their interests and qualifications Rarely monitors progress or completion of delegated tasks and/or responsibilities Rarely provides support to emerging leaders 	<ul style="list-style-type: none"> Encourages staff members to seek increased responsibility based on their interests and qualifications Staff leadership opportunities are inconsistently aligned with school goals Assesses completion of delegated tasks and/or responsibilities, but not necessarily progress on related goals Understands importance of mentoring or coaching emerging leaders, but there is little evidence of such support 	<ul style="list-style-type: none"> Purposefully leverages staff for leadership opportunities based on their strengths, experiences, and demonstrated success Develops distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities Assesses completion of delegated tasks and progress on related goals Provides formal and informal feedback, including mentoring or coaching, to emerging leaders that contributes to their success 	<ul style="list-style-type: none"> Systematically leverages staff members for increased responsibility based on their strengths, experiences, and demonstrated success Develops schoolwide distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities Helps staff develop their ability to manage multiple tasks and related goals and to assess results Provides formal and informal support, including mentoring or coaching, and guided leadership opportunities to emerging leaders Develops, supports and encourages shared expectations for distributed leadership
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan Observations of team meetings 				

Domain 1: Effective Educators

1.2 Instructional Leadership

As effective instructional leaders, principals work with the school community to articulate a vision of improvement that is shared by all. The vision is verified by classroom observations and feedback, collaborative work opportunities, and rigorous student learning objectives. Effective principals focus on results by setting clear staff and student expectations, and facilitating the use of data for student growth.

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.1 Mission and Vision	<ul style="list-style-type: none"> Articulates instructional vision or mission that lacks coherence and is not reflected in School Improvement Plan Implements School Improvement Plan without cultivating commitment to ownership of vision and/or mission Does not assess School Improvement Plan progress and results 	<ul style="list-style-type: none"> Articulates instructional vision and mission, but some aspects are unclear and/or missing from School Improvement Plan Implements School Improvement Plan with involvement of some stakeholders, but awareness and ownership of school's vision and/or mission is not shared widely among students and staff Inconsistently assesses School Improvement Plan progress and results 	<ul style="list-style-type: none"> Creates and communicates clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan Implements School Improvement Plan with input from broad representation of internal and external stakeholders, using evidence-based strategies Periodically assesses School Improvement Plan progress and results Updates vision and mission as needed based on relevance to research and school-based evidence Ensures that mission and vision are known and accepted by a majority of students and staff 	<ul style="list-style-type: none"> Creates, communicates and maintains clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan Implements School Improvement Plan with input from broad representation of internal and external stakeholders, using evidence-based strategies Regularly assesses School Improvement Plan progress and uses results to inform current and subsequent plans Updates vision and mission as needed based on relevance to research and school-based evidence Fosters an environment in which students, staff, and community as a whole assume responsibility for school's vision, mission and values

Example Sources of Evidence*:

- School Improvement Plan
- School learning objectives
- Communication with stakeholders and parents (newsletters, website),
- Memos or other communication with staff

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.2 Student Achievement Focus	<ul style="list-style-type: none"> • Tolerates poor student academic or behavioral performance or weak teacher focus on student achievement expectations • Cannot articulate or does not monitor curricular and instructional program • Does not provide access to differentiated student supports 	<ul style="list-style-type: none"> • Sets expectations for student academics and behavior, but they are not clearly reflected in daily instruction or the School Improvement Plan • Articulates the curricular and instructional program, but some aspects lack coherence • Inconsistently monitors curriculum and instructional program • Provides limited access to differentiated student supports 	<ul style="list-style-type: none"> • Sets expectations for student academics and behavior that are clearly reflected in daily instruction and the School Improvement Plan • Leads and regularly monitors a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students • Provides multi-tiered support system (such as Response to Intervention) to analyze student needs and target resources for student success 	<ul style="list-style-type: none"> • Empowers teachers, staff, students and other stakeholders to contribute to clear, high and demanding academic and behavior expectations for every student that are reflected in daily instruction and the School Improvement Plan • Develops systems to assess level of academic and behavior expectations and takes actions to strengthen those expectations • Leads, as well as empowers others, in regular monitoring of coherent standards-based curricular and instructional program to deliver rigorous academic content to all students • Provides multi-tiered support system that is a model for targeting resources and yielding student success
Example Sources of Evidence*:				
<ul style="list-style-type: none"> • Observations of following possible venues: leadership team meetings; department meetings; faculty meetings; listening sessions; parent-teacher teams • School Improvement Plan 				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.3 Staff Collaboration	<ul style="list-style-type: none"> • Fails to establish or support opportunities for collaboration • Acts as a barrier to collaboration 	<ul style="list-style-type: none"> • Encourages collaboration, but does not assess collaborative work for focus on instruction and teacher and student learning • Collaborative work focuses mainly on administrative issues • Uses informal/ad hoc common planning periods 	<ul style="list-style-type: none"> • Establishes and supports ongoing development of collaborative work groups • Assesses collaboration to keep focus on instruction as well as teacher and student learning • Provides consistent, common planning periods • Periodically participates with collaborative teams to identify solutions to difficult problems 	<ul style="list-style-type: none"> • Creates conditions and expectations for collaborative work groups that are owned by teachers • Workgroups self-assess collaboration to maximize focus on instruction as well as teacher and student learning • Provides consistent, extended opportunities for educators to collaborate • Actively participates with collaborative teams to identify solutions to difficult problems
Example Sources of Evidence*:				
<ul style="list-style-type: none"> • Team meeting agendas • School schedule • Observations of principal during professional learning opportunities and interactions with learning teams 				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.4 Schoolwide Use of Data	<ul style="list-style-type: none"> Rarely organizes schoolwide efforts to analyze data to inform school improvement strategies Rarely encourages or supports teachers and teacher teams to collect and analyze data, and use results to improve instruction, leadership practices, and student learning Does not encourage use of balanced assessment framework (e.g., formative, interim, and summative) 	<ul style="list-style-type: none"> Organizes periodic schoolwide efforts to analyze data to identify problems and develop school improvement strategies Encourages teachers and teacher teams to collect and analyze data, but may not provide sufficient support in use of data to improve instruction, leadership practices and student learning Encourages use of balanced assessment framework (e.g., formative, interim, and summative) 	<ul style="list-style-type: none"> Facilitates schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data Develops and monitors appropriate school improvement strategies and adjusts as needed Develops capacity of individual teachers and teacher teams to engage in continuous improvement processes using multiple sources of relevant data to improve instruction, leadership practices, and student learning Oversees development of balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning 	<ul style="list-style-type: none"> Empowers others to lead schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data Develops and monitors appropriate school improvement strategies and adjusts as needed to build a culture for learning Fosters school norms where teachers, teacher teams, and leaders regularly use and share results from continuous improvement processes to improve instruction, leadership practices, and student learning Empowers teachers and other leaders to create and regularly use balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Agendas for team meetings, grade level meetings, board reports Observations of leadership/data team meetings Student and School Learning Objectives 				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.5 Student Learning Objectives (Teacher SLOs)	<ul style="list-style-type: none"> Supports teacher SLOs that do not adhere to Educator Effectiveness SLO criteria Does not encourage teachers to collaborate on SLO development Does not encourage staff to share SLO results with peers 	<ul style="list-style-type: none"> Supports teacher SLOs that inconsistently meet Educator Effectiveness SLO criteria Encourages some teachers to collaborate on SLO development Occasionally encourages teachers to share SLO results with peers 	<ul style="list-style-type: none"> Supports teacher SLOs that are evidence-based, student-centered, and meet Educator Effectiveness criteria Encourages teachers to co-develop SLOs (as appropriate) Regularly provides opportunities for teachers to share SLO results and jointly revise and strengthen SLOs 	<ul style="list-style-type: none"> Supports teacher SLOs that are evidence-based, student-centered, meet Educator Effectiveness criteria, and align with school priorities (i.e., School Improvement Plan) Creates conditions leading to teacher ownership of SLO process with teachers regularly co-developing SLOs (as appropriate), sharing results, and strengthening SLOs Cultivates SLO process where teacher SLOs align with district priorities and serve as exemplary models
Example Sources of Evidence*: <ul style="list-style-type: none"> Sample of SLOs Discussion with principal Observations of teacher/data team meetings 				

Domain 2: Leadership Actions Effective principals take leadership actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment that is focused on achievement for all learners, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.				
2.1 Personal Behavior Effective principals model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with student, staff, parents and the community. Effective principals also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to achieve school goals and improve performance.				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.1 Professionalism	<ul style="list-style-type: none"> Does not model professionalism or ethical behavior Rarely holds staff to professional, ethical, and respectful behavioral expectations Does not reflect on personal professional practice Rarely applies current educational research to inform practice 	<ul style="list-style-type: none"> Occasionally models positive professional or ethical behavior Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so Occasionally reflects on personal professional practice Inconsistently applies current educational research to inform practice 	<ul style="list-style-type: none"> Consistently models positive professional and ethical behavior Expects staff to display professional, ethical, and respectful behavior at all times and takes swift action when inappropriate conduct or practice is reported or observed Regularly and accurately reflects on personal professional practice and pursues professional growth activities Consistently applies current educational research to practice and monitors impact contribute to the profession 	<ul style="list-style-type: none"> Consistently models positive professional and ethical behavior Empowers staff to model ethical and respectful behavior, leading to shared professional accountability Regularly and accurately reflects on personal professional practice and pursues ongoing professional growth activities Consistently applies current educational research to practice and monitors impact to the profession
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Observations/school walkthroughs Discussion with principal 				

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.2 Time Management and Priority Setting	<ul style="list-style-type: none"> Rarely focuses objectives or activities on school improvement priorities Does not anticipate future needs or set appropriate timelines Fails to establish clear guidance about priority of instructional time 	<ul style="list-style-type: none"> Inconsistently focuses objectives and activities on school improvement priorities Tries to anticipate future needs, but some timelines are not realistic or appropriate Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts 	<ul style="list-style-type: none"> Consistently focuses objectives and activities on school improvement priorities Sets objectives, activities and timelines to meet future needs Assesses use of time to meet goals, priorities and deadlines Acts to protect instructional time by keeping teachers, students and staff focused on student learning and free from external distractions 	<ul style="list-style-type: none"> Focuses almost all objectives and activities on school improvement priorities Creates time efficiencies to maximize focus on goals, priorities and deadlines School community is empowered to create innovative opportunities for increased and/or enhanced instructional time
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan Faculty/team meeting observations School visits 				

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.3 <i>Use of Feedback for Improvement</i>	<ul style="list-style-type: none"> Rarely seeks or applies feedback to shape priorities or improve personal performance 	<ul style="list-style-type: none"> Seeks feedback from stakeholders, but inconsistently uses feedback to improve personal or school performance Inconsistently acts upon feedback to shape priorities designed to improve student achievement 	<ul style="list-style-type: none"> Actively solicits feedback and help from stakeholders, and uses feedback to improve personal and school performance Regularly incorporates feedback to help shape priorities designed to improve student achievement 	<ul style="list-style-type: none"> Develops and implements efficient systems that generate feedback and advice from students, teachers, parents, community members, and other stakeholders that results in improved personal and school performance Explains to stakeholders how feedback has been used to shape priorities designed to improve student achievement
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan Notes from observation of listening session (faculty team meetings) 				

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.4 Initiative and Persistence	<ul style="list-style-type: none"> Rarely persists to achieve expected goals Takes little or no leadership in partnerships that could contribute to school success 	<ul style="list-style-type: none"> Uses persistence to achieve some, but not all, expected goals Inconsistently takes on additional responsibilities and partnerships to address school challenges or enhance current practices 	<ul style="list-style-type: none"> Consistently applies initiative and persistence to achieve expected goals Engages diverse stakeholders at district and state level, and within local community, to address school challenges or enhance current practices Develops productive school-community partnerships 	<ul style="list-style-type: none"> Consistently applies initiative and persistence to accomplish ambitious goals Takes a leadership role within district and local community to create solutions to school's challenges or enhance current practices, making a notable contribution to district and community Develops successful and sustained school-community partnerships
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan and related processes Community and district presentations and interactions Discussions with principal and staff 				

Domain 2: Leadership Actions

2.2 Intentional and Collaborative School Culture

Effective principals establish a climate of trust and collaboration among school staff, students and the community and ensure that the school is inclusive, culturally responsive, and conducive to student learning. They build positive relationships by effectively communicating, managing conflicts and forging consensus for improvement.

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.2.1 School Climate	<ul style="list-style-type: none"> Is ineffective in establishing school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Rarely or inaccurately evaluates school climate to ensure that it is conducive to student and staff learning or inclusive of different perspectives 	<ul style="list-style-type: none"> Understands importance of, but is minimally effective in, establishing and maintaining school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Inconsistently evaluates school climate to ensure that it is conducive to student and staff learning and inclusive of different perspectives 	<ul style="list-style-type: none"> Establishes and maintains school climate based on trust and relationships among community from diverse backgrounds Regularly evaluates school climate and takes steps to address student and staff learning to ensure that it is inclusive of different perspectives 	<ul style="list-style-type: none"> Creates conditions where school community takes ownership and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Collaborates with staff to regularly evaluate school climate and confront barriers, including preconceptions about race, culture, class and other issues of difference that inhibit student and staff learning School serves as a model for inclusionary practices

Example Sources of Evidence*:

- Newsletter
- Community engagement plan
- Discussions with principal, staff, students and parents
- Positive Behavior Intervention System (PBIS) Data
- School climate survey/parent survey

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.2.2 Communication	<ul style="list-style-type: none"> Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders Does not utilize different approaches to communicate or ineffectively utilizes several communication approaches Responds to parents and community members are not timely or meaningful 	<ul style="list-style-type: none"> Communicates school goals, learning expectations, challenges, improvement plans and progress to some stakeholders Utilizes limited communication approaches Occasionally responds to contact from parents and community members in a timely or meaningful way 	<ul style="list-style-type: none"> Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders Utilizes multiple approaches to communicating, such as face-to-face conversations, newsletters and websites and monitors their impact Consistently responds to contact from parents and community members in a timely and meaningful way 	<ul style="list-style-type: none"> Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders, and varies communication strategies to be responsive to a variety of audiences with different backgrounds and perspectives Assesses effectiveness of different communication strategies and adapts as necessary (e.g., retooling message, expanding scope of communication) Solicits and responds to contacts from parents and community members in a timely and meaningful way
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Newsletters, emails, correspondence with parents, community members and stakeholders Communication plan and log Social Media School websites Web 2.0 interactive information 				

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>2.2.3 Conflict Management and Resolution</p>	<ul style="list-style-type: none"> Unaware of or contributes to conflicts Lacks fairness, self-control and consistency when dealing with difficult situations Limits involvement in relationship building and conflict management to defuse tense or problematic situations 	<ul style="list-style-type: none"> Acknowledges but avoids addressing some conflicts Inconsistently models fairness, self-control and consistency when dealing with difficult situations Interacts with students, staff and other stakeholders on an as-needed basis to defuse potentially stressful situations Even if significant philosophical differences exist, accepts and supports district decisions when final 	<ul style="list-style-type: none"> Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view Models fairness, self-control, and consistency when dealing with difficult situations and cultivates these characteristics in others Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging When significant philosophical differences exist, uses appropriate venues to question district direction, but accepts and supports decisions when final 	<ul style="list-style-type: none"> Anticipates conflict and is proactive in defusing and resolving disagreements among stakeholders Models fairness, self-control and consistency when dealing with difficult situations and school community reflects shared commitment to empathy and respect Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging Welcomes varying points of view as a force for positive change When significant philosophical differences exist, uses appropriate venues and evidence-based arguments to question district direction, but accepts and supports decisions when final
<p>Example Sources of Evidence*:</p> <ul style="list-style-type: none"> Disciplinary procedures and referrals Grievance records Discussions with staff, students and parents 				

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.2.4 Consensus Building	<ul style="list-style-type: none"> • Fails to identify areas in which agreement and/or consensus is necessary • Rarely seeks input or secures cooperation, and instead makes unilateral, arbitrary decisions 	<ul style="list-style-type: none"> • Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement • Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process 	<ul style="list-style-type: none"> • Uses varied strategies to work toward a consensus for improvement including shared problem solving approaches • Uses building leaders to assist in trying to reach consensus • Allows dissenting views, but recognizes that full consensus may not always be possible and manages change process to keep school moving on important priorities 	<ul style="list-style-type: none"> • Ensures an inclusive process for collaboration and incorporates different perspectives and dissenting voices into decision making • Empowers stakeholders to initiate improvement strategies and facilitate the change management process
Example Sources of Evidence*:				
<ul style="list-style-type: none"> • School Improvement Plan • Communication with stakeholders and staff • School climate survey 				

Domain 2: Leadership Actions

2.3 School Management

Effective principals manage school finances and work within policies to create an environment of school improvement and student achievement. Effective principals are active when policies should be changed to better reflect school, district and state goals.

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.3.1 Learning Environment Management	<ul style="list-style-type: none"> Does not ensure that school is safe Has not implemented a crisis management plan Does not develop a calendar of building activities and events Does not cooperate with district maintenance supervisors in support and direction of custodial personnel 	<ul style="list-style-type: none"> Attempts to create a safe learning environment, but unaddressed safety issues exist Implements a crisis management plan, but periodic tests and updates of the plan may not occur Develops a calendar of activities and events, but does not regularly update it, resulting in conflicts Occasionally cooperates with district buildings and grounds in supervision and direction of custodial personnel 	<ul style="list-style-type: none"> Supervises facilities and equipment management to create a safe learning environment Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed Maintains an updated and accessible school calendar of activities and events Cooperates with district buildings and grounds in supervision and direction of custodial personnel 	<ul style="list-style-type: none"> Supervises facilities and equipment management to create a safe learning environment Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed Ensures that school community takes initiative and ownership to support a safe and effective learning environment Identifies creative solutions to maximize and share space Identifies creative ways to involve school community in helping to keep learning environment clean and maintained

Example Sources of Evidence*:

- Facility reviews
- Crisis management plan
- Behavior management plan

Domain 2: Leadership Actions

2.3 School Management				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<p>2.3.2 Financial Management</p>	<ul style="list-style-type: none"> Does not develop required budgets Performs ineffective budget management Exceeds school budget 	<ul style="list-style-type: none"> Develops budget as required Manages budget within guidelines School spending may exceed allocation School budget does not accurately reflect school improvement priorities 	<ul style="list-style-type: none"> Conducts needs analysis as part of budget development Manages budget with flexibility and seeks approval when variance is needed Focuses on staying within budget and effectively allocates resources to support school improvement priorities Pursues and periodically obtains external funding 	<ul style="list-style-type: none"> Conducts needs analysis and clearly aligns budget with instructional vision and school improvement priorities Manages budget with flexibility and seeks approval when variance is needed Involves school community in budget planning in conjunction with overall School Improvement Plan Uses innovative resource reallocation strategies Consistently seeks and obtains external funding
<p>Example Sources of Evidence*:</p> <ul style="list-style-type: none"> School budget reports and planning documents School Improvement Plan Grant applications/awards 				

Domain 2: Leadership Actions				
2.3 School Management				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.3.3 Policy Management	<ul style="list-style-type: none"> Does not comply with policies, procedures, laws and regulations Does not maintain appropriate documentation Does not communicate updated policies to staff 	<ul style="list-style-type: none"> Follows some policies, procedures, laws and regulations Inconsistently maintains appropriate documentation Inconsistently communicates updated policies to staff Does not communicate with local, state and federal policymakers on issues that directly impact school and leadership practice 	<ul style="list-style-type: none"> Follows all policies and procedures, laws and regulations, and seeks clarification when needed Consistently maintains appropriate documentation Communicates updated policies to staff Communicates with appropriate policymakers to influence policies that directly impact school and leadership practice 	<ul style="list-style-type: none"> Follows all policies, procedures, laws and regulations, and seeks clarification when needed Consistently maintains appropriate documentation Creates awareness and understanding among staff and other stakeholders of local, state and federal policies Communicates with appropriate policymakers to influence local, state, and federal policies that directly impact school and leadership practice Volunteers for state and national committees developing policy on issues central to school leadership
Example Sources of Evidence*:				
<ul style="list-style-type: none"> District compliance reports Communication examples with local and state decisions makers 				

*Additional sources of evidence plus “look-fors” and indicators are included in Appendix C of the [WI Principal Evaluation Process Manual](#).



Evidence Guidance for PRINCIPALS

I. Observations & Artifacts

PRINCIPALS: This document describes DPI model requirements and processes related to collection of evidence through Observations and Artifacts within the DPI model for Educator Effectiveness.

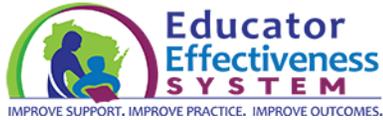
DPI Model

	Definition	Requirement	Specifics	Tips for Success	
REQUIRED	School Visits (long)	In-person observation of educator by evaluator to gather evidence of educator practice. Observation completed in 45-60 minute visit, or broken into two 25-30 minute visits.	One visit by evaluator during a Summary Year (2 visits if the shorter duration)	Steps: 1) pre-visit conference between principal and evaluator 2) Observation 3) Post-observation conference ¹	<ul style="list-style-type: none"> • Evaluator should focus on evidence that is specific to the educator and can be tagged to a component. • Educator or evaluator may both upload artifacts in support of the observation before or after the event. • Evidence may come from any part of the observation process (pre- or post-conferences, observation, reflections on the observation). • During Supporting Years, school and/or sampling visits may be conducted by peers to provide formative practice and feedback. • For Sampling Visits: districts may use district-created Sampling Visit tools.²
	Sampling Visits (short)	Shorter (approx. 15 min) in-person observations to gather evidence of educator practice.	3-5 over the full Effectiveness Cycle; minimum of <u>twice</u> during a Summary year.	Steps: 1) pre-visit conference between principal & evaluator 2) Observation 3) Post-observation conference ¹	
Not Required	Walk-throughs	Casual walk-through by evaluator to observe a specific idea, theme, trend, initiative, or topic across multiple classrooms or contexts.	Walk-throughs are <u>not</u> required by the DPI Model or the WIEE System. May be done as often evaluator feels is necessary or beneficial.	<ul style="list-style-type: none"> ▪ 5-10 minutes ▪ Optional: brief feedback after walkthrough¹ 	<ul style="list-style-type: none"> • Districts may adopt or develop their own walk-through tools. • Not intended to be used primarily for evidence collection on specific educator practices.
REQUIRED	Artifacts (High-leverage artifact sets)	Evidence of principal practices or school outcomes related to the SLO.	Document all artifacts and evidence	Continuous collection throughout the cycle.	<ul style="list-style-type: none"> • For purposes of efficiency, focus on “high leverage artifact sets.” That is, pieces that are particularly rich in evidence (provide evidence for multiple components)

¹ Evaluators can provide feedback using the most appropriate method at their disposal. Recommendation: deliver feedback in ways that can be documented.

² District-created Sampling Visit tools must capture and document observable evidence of specific principal practices.

³ Evaluators may conduct Sampling Visits by indirect observation, such as walking around a building during transition or instructional times to evaluate items like school climate, safety, or student engagement.



DPI Model

Evidence Guidance for PRINCIPALS

II. Component-related Evidence & Sources

This document is designed to facilitate principal collection of evidence for support of professional practice. It identifies indicators related to each component of the *Wisconsin Framework for Principal Leadership*, and sources likely to contain supporting evidence.

Under the WI Educator Effectiveness Plan, principal professional practice is evaluated using the *Wisconsin Framework for Principal Leadership*, which aligns with the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards and the Wisconsin Educator Standards for Administrators. The rubric organizes school leadership into two domains, five subdomains, and 21 components.

Domain 1: EFFECTIVE EDUCATORS

1.1 Human Resource Leadership

1.1.1 Recruiting and Selecting	
Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none"> ▪ Descriptions or documents on recruitment ▪ Interview artifacts: questions assessment description ▪ Discussion with principal* ▪ School Improvement Plan (SIP) 	<ul style="list-style-type: none"> ▪ Recruitment methods align with educator standards and district/school priorities (WECAN position description, publications, emails, website, etc.) ▪ Who is involved in the Interview process is clearly identified. If there is an interview team, the team members and their roles are clearly identified ▪ Interview questions address key competencies ▪ Recruitment strategy targets diverse staff needs/requirements ▪ The School Improvement Plan includes a structure for recruitment/ selection/interview strategy

1.1.2 Assignment of Teachers and Instructional Staff

Evidence/Evidence Source

Indicators / "Look-fors"

- **Discussion with principal**
- **Staff Allocation plan**
- Staff working conditions survey
- SIP

- Teachers are appropriately assigned to positions
- Student outcome data informs teacher and staff placement
- Staff allocation plan reflects student needs
- There is a strategy for filling positions prior to new school year

1.1.3 Observation & Performance Evaluation

Evidence/Evidence Source

Indicators / "Look-fors"

- **Teacher evaluation schedule and documents**
- **Post-conference/feedback forms**
- **School visits and/or discussion with principals**
- Observations of principal conducting a teacher evaluation discussion with (live or video)
- Log of observations (tracking time in classrooms both formal and informal)
- Teacher feedback tools (Google doc, etc.)
-

- Evaluation process has been completed
- Frequency of classroom visits
- Clear, consistent, and specific formative feedback given to teachers that encourages self-reflection and growth
- The principal is using walkthrough data to provide feedback to teachers
- Alignment with school goals
- Reviews teacher evaluations for inter-rater agreement and their own consistency as a rater (i.e., ratings across time and for different educators)
- Compares alignment of student achievement data (e.g., interim/benchmark data, classroom goals) and teacher observation scores

1.1.4 Professional Development & Learning

Evidence/Evidence Source

Indicators / "Look-fors"

- **Schoolwide professional development plan**
- **Observations of staff/faculty professional development meeting**
- School budget for professional development resources
- Agendas and attendance for professional development offerings

- Professional development relates to key school improvement strategies in SIP
- Time and resources are allocated for professional development
- Embedded professional development (opportunities for staff to engage in learning activities during school day)
- Principal involvement/engagement in professional development activities

1.1.5 Distributed Leadership

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ SIP▪ Observations of team meetings▪ Observations of presentations at staff meetings/community meetings/school board meetings▪ Faculty/staff interviews or surveys	<ul style="list-style-type: none">▪ Range of staff take on instructional and content related leadership opportunities▪ Staff in leadership roles are recognized and respected for their knowledge and skills in the role▪ Variety of staff are involved in presentations▪ Staff report opportunities exist for leadership roles

1.2 Instructional Leadership

1.2.1 Mission and Vision

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ SIP▪ Communication with stakeholders and parents (newsletters, website)▪ Memos or other communication with staff▪ School learning objectives▪ Faculty meeting agendas▪ Team meeting agendas▪ Interviews/surveys of staff and parents	<ul style="list-style-type: none">▪ Broad involvement in the development of the mission and vision▪ Regular reflection on the implementation of the mission and vision▪ Most stakeholders and school community understand and can articulate the mission and vision▪ Agenda, communication items address mission and vision

1.2.2 Student Achievement Focus

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Observations of: leadership team meetings/dept meetings/faculty meetings/listening sessions/parent leadership teams▪ SIP▪ Observations of RIT practices▪ Agendas for staff development meetings▪ Individual learning plans▪ Staff and community surveys	<ul style="list-style-type: none">▪ Student academic and behavioral expectations/outcomes are clear and rigorous▪ Students, staff, and community understand academic and behavioral expectations▪ Teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results▪ Examples of student and teacher involvement, awareness and buy-in▪ Students are able to clearly articulate their diverse personal academic goals

1.2.3 Staff Collaboration

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Team meeting agendas▪ School schedule▪ Observations of principal during professional learning opportunities and interactions with learning teams▪ Interviews/discussion with teachers	<ul style="list-style-type: none">▪ School schedule allows for regular, collaborative planning time▪ Productive use of collaborative planning time▪ Climate of collaboration and professional growth▪ Collaborative work group expectations are communicated clearly and understood by staff▪ Adequate time is created for collaborative planning

1.2.4 Schoolwide Use of Data

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Agendas for team meetings, grade level meetings, board reports▪ Observations of team meetings/grade level meetings/professional learning communities/data team meetings▪ Board reports▪ SIP▪ Surveys	<ul style="list-style-type: none">▪ Team and school improvement priorities are based on current data analysis▪ In team/grade level meetings, instructional staff regularly analyze student and group progress toward learning goals

1.2.5 Student Learning Objectives (Teacher SLOs)

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Sample of SLOs▪ Discussion with principal▪ Observations of SLO-based faculty, collaborative work group meeting, or data team meeting▪ Staff interviews or surveys	<ul style="list-style-type: none">▪ Principal follows process and procedures required for teacher SLOs▪ Discussion of SLOs within faculty or collaborative work group meetings▪ SLO results are used to inform adjustments to, individual, team or school improvement strategies

Domain 2: LEADERSHIP ACTIONS

2.1 Personal Behavior

2.1.1 Professionalism	
Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Observations/school visits▪ Discussion with principal▪ Principal memos and newsletters▪ Staff meeting agendas▪ Communication logs▪ Surveys	<ul style="list-style-type: none">▪ Observes positive professional and ethical behavior▪ Articulates professional and ethical behavior▪ Regularly reflects on personal practice▪ Strategies principal uses to keep informed about current education research
2.1.2 Time Management and Priority Setting	
Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">• SIP• Faculty/team meeting observations• School visits• Reports to/from district office• Faculty memos Review of academic programs and supports• School schedule▪ Attendance policy and data	<ul style="list-style-type: none">• Deadlines are being met• Appropriate timelines are set and followed• Interruptions of instructional time (announcements, behavioral, assemblies, etc.)• School schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized▪ Examples of structuring time creatively to support student learning
2.1.3 Use of Feedback for Improvement	
Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ SIP▪ Notes from observation of listening session (faculty team meetings)▪ Staff, parent, stakeholder surveys▪ Community engagement plan	<ul style="list-style-type: none">▪ Community engagement plan and/or school improvement plan reflect effective community and stakeholder engagement▪ Examples of how stakeholder feedback has been used to shape personal or school priorities

2.1.4 Initiative and Persistence

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ SIP and related processes▪ Community and district presentations and interactions▪ Survey/feedback from others▪ Discussions with principal and staff	<ul style="list-style-type: none">▪ SIP goals are completed▪ Examples of leadership roles beyond school community▪ Examples of barriers to student achievement and how addressed/removed

2.2 Intentional and Collaborative

2.2.1 School Climate

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Newsletter▪ Community engagement plan▪ Discussions with principal, staff, students and parents▪ Positive Behavior Intervention System (PBIS) Data▪ Observations of before and after school interactions with peers/community/parents/students and parents▪ School climate survey/parent survey	<ul style="list-style-type: none">▪ Staff feels "safe" taking initiatives and risks▪ Evidence of family outreach and family presence and participation in the school▪ Staff, family and community participation on school improvement teams▪ Principal models appreciation and respect for cultures of the school and community to create an inclusive environment▪ Principal has strategies to address instances of intolerance

2.2.2 Communication

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Newsletters, emails, correspondence with parents, community members and stakeholders▪ Communication plan and log▪ Social Media School websites Web 2.0 interactive information▪ Observations of presentations to community/parents/teachers/ board of education▪ Interaction with peers/community/parents/ students▪ SIP▪ School Climate survey	<ul style="list-style-type: none">▪ Communication is timely▪ Communication reflects concepts related to school's goals, needs, improvement plans, successes and failures▪ Communication includes a variety of approaches▪ Examples of how principal communicates with stakeholders from different backgrounds and perspectives

2.2.3 Conflict Management & Resolution

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ Disciplinary procedures and referrals▪ Grievance records▪ School climate survey data▪ Faculty/team meeting observation▪ Discussions with staff, students and parents	<ul style="list-style-type: none">▪ Addresses conflict in a timely manner▪ Fairness and consistency are observed and reported in student and staff interactions▪ Staff, parents and students are appropriately engaged in conflict management▪ Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner

2.2.4 Consensus Building

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ SIP▪ Communication with stakeholders and staff▪ Observations of leadership team meetings/department meetings/faculty/meetings/ listening sessions/parent leadership teams▪ School climate survey results	<ul style="list-style-type: none">▪ Stakeholder involvement in developing and implementing school improvement plan▪ Progress on school improvement plan is recorded and communicated to instructional staff, students, families, and stakeholders▪ Staff understands improvement strategies▪ Regularly evaluates progress on school improvement plan and adjusts strategies accordingly

2.3 SCHOOL MANAGEMENT

2.3.1 Learning Environment Management

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ School Visits▪ Crisis management plan▪ Behavior Management Plan▪ Facility reviews▪ Observations of safety drills▪ Incident reports/safety record▪ Teacher handbook▪ Reports from district maintenance/custodial office	<ul style="list-style-type: none">▪ Safe, secure and clean facility▪ Orderly, respectful passing in the halls▪ Safety plan is clear and readily accessible to staff▪ Staff understands and uses safety plan▪ Behavior expectations and rules posted

2.3.2 Financial Management

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ School budget reports and planning documents▪ SIP▪ History of budget requests▪ Fiscal review▪ Financial audits▪ Grant applications/awards	<ul style="list-style-type: none">▪ Evidence of needs analysis▪ Finances within budget▪ Resources reallocated to address school improvement priorities▪ Actively pursues external resources (in-kind and financial support)

2.3.3 Policy Management.

Evidence/Evidence Source	Indicators / "Look-fors"
<ul style="list-style-type: none">▪ District compliance reports▪ Communication examples with local and state decisions makers▪ Attendance log from school and district meetings▪ Observations of district or other policy committee meetings▪ Examples of membership with outside committees/councils▪ Attendance at state and national conferences	<ul style="list-style-type: none">▪ Active involvement in principal/district level meetings▪ Communications with policy makers outside the district▪ Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner▪ Strategies principal uses to keep informed about current policy issues

Evidence listed in bold is strongly suggested.

* Discussions with principals about evidence sources are appropriate for any of the components. In some cases, they are strongly encouraged or necessary for a component and are identified as such

Appendix D: Wisconsin Statutory Language Regarding Personnel Evaluations

20 Wisconsin Education Standards and personnel evaluation

Article X of the Wisconsin Constitution requires the state legislature to create conditions which make school districts “nearly uniform” so that educational opportunities for Wisconsin children do not depend on residential location. To meet this requirement, the legislature developed the 20 Wisconsin Education Standards (PI 8.01), which establish minimum expectations for each school district. The 17th standard (q) requires each district’s school board to create an evaluation process for all licensed school personnel to occur in their “first year of employment and, at least, every third year thereafter.” This is further elaborated as follows:

1. Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board adopted position description, including job related activities, and shall include observation of the individual’s performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.
2. The school district board shall ensure that evaluations, including those for purposes of discipline, job retention or promotion, shall be performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.

Act 166 and Educator Effectiveness

In 2011, the Wisconsin legislature passed Act 166, which included new statutory language regarding the evaluation of school personnel (115.415) to supplement PI 8.01. Specifically, Section 115.415 of Act 166 requires:

1. the Department of Public Instruction (DPI) to develop a statewide process to evaluate teachers and principals; and
2. all Wisconsin school districts to use the new process (Educator Effectiveness) beginning in 2014-15 to evaluate teachers and principals as they fulfill their statutory requirements to evaluate personnel, as noted in PI 8.01.

Note that Act 166 only impacts the process used to evaluate [teachers and principals](#), but all other requirements noted in the 17th education standard (personnel evaluation) remain intact (i.e., districts must still create a process to evaluate all other licensed personnel; districts must evaluate all licensed personnel in their first year of employment and every third year thereafter; districts must ensure evaluators of licensed personnel are appropriately trained and qualified; and the school board shall evaluate the district administrator using a locally created process).

To support districts in meeting these remaining requirements, [DPI has developed several evaluation processes for licensed personnel](#) (other than teachers and principals) that align to the systems developed in Act 166, which districts can choose to use voluntarily (as opposed to developing their own processes).

Monitoring of District Compliance to Statutory Requirements

The Department of Public Instruction (DPI) will continue to evaluate and monitor districts' implementation of the Educator Effectiveness System to inform further refinements to the processes, as well as to help districts adhere to the statutory requirements. To learn more about the processes DPI will use to evaluate implementation, district staff may refer to the [Educator Effectiveness District Policy Manual](#), developed by the Department of Public Instruction.

DRAFT

SLO Quality Indicator Checklist

Quality Indicators		Reflections/Feedback/Notes for Improvement
Baseline Data and Rationale		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
Alignment		
The SLO is aligned to specific content standards representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
Student Population		
The student population identified in the goal(s) reflects the results of the data analysis.		
Targeted Growth		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
Interval		
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
Evidence Sources		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a strategic use of assessment .		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle Summary conference. <i>(Note: The amount of evidence available may vary by educator role).</i>		
Teacher-created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> Clearly define levels of performance; 		

<ul style="list-style-type: none"> • Are easy to understand; • Show a clear path to student mastery. 		
Instructional (for teachers) and Leadership (for principals) Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative practices, interim assessments, and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
Scoring		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		

SLO Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<i>Goal Setting</i>	Educator set inappropriate goal(s).	Educator set goal(s) based on analysis of required or supplemental data sources.	Educator set goal(s) based on analysis of all required and supplemental data sources.	Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources.
<i>Assessments Practices</i>	Educator consistently used inappropriate assessment practices.	Educator inconsistently used appropriate assessment practices.	Educator consistently assessed students using appropriate assessment practices.	Educator consistently assessed students using strategic, appropriate, and authentic assessment practices.
<i>Progress Monitoring</i>	Educator did not monitor personal or student evidence/data.	Educator infrequently monitored personal and student evidence/data.	Educator frequently monitored personal and student evidence/data.	Educator continuously monitored personal and student evidence/data.
<i>Reflection</i>	Educator inconsistently and inaccurately reflected on student and personal evidence/data.	Educator consistently reflected on student and personal evidence/data.	Educator consistently and accurately reflected on student and personal evidence/data and made connections between the two.	Educator consistently and accurately reflected on student and personal evidence/data and consistently and accurately made connections between the two.
<i>Adjustment of Practice</i>	Educator did not adjust practice based on evidence/data or reflection.	Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection.	Educator consistently adjusted practice based on evidence/data and reflection.	Educator consistently and appropriately revised practice based on evidence/data and reflection.
<i>Outcomes</i>	Educator process resulted in no student growth.	Educator process resulted in minimal student growth.	Educator process resulted in student growth.	Educator process resulted in exceptional student growth.
Total				
HOLISTIC SCORE				

Appendix F: Assistant/Associate Principal Evaluation

Assistant/Associate Principals follow process that is very similar to the one used by principals, but differs in one important way. In a Summary Year, AP educator practices are evaluated with only a portion of the components from the Wisconsin Framework for Principal Leadership (10 required components, plus additional components that fit the APs specific role), whereas principals are rated on all 21 components.

The 10 required components were identified by the AP work team as common to most AP roles and responsibilities. The other 11 components are optional. APs and their evaluators may add as many optional components as relevant to accurately reflect the job functions of the individual AP or to provide the AP with opportunities to demonstrate new competencies that will help them grow in their role and prepare for the principalship.

Required Components:

- 1.2.2 Student Achievement Focus
- 2.1.1 Professionalism
- 2.1.2 Time Management and Priority Setting
- 2.1.3 Use of Feedback for Improvement
- 2.1.4 Initiative and Persistence
- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Conflict Management
- 2.2.4 Consensus Building
- 2.3.3 Policy Management

Optional Components Depending on Role:

If the AP evaluates teachers as part of their responsibilities, the following additional components are required:

- 1.1.3 Observation and Performance Evaluation AND
- 1.2.5 Student Learning Objectives (Teacher SLOs)

Other Optional Components

It is not necessary to select a minimum number of additional optional components. Evaluators and APs include the following optional components if they help to fully define the APs assigned responsibilities or encourage the APs professional development.

- 1.1.1 Recruiting and Selecting
- 1.1.2 Assignment of Teachers and Staff
- 1.1.4 Professional Development and Learning
- 1.1.5 Distributed Leadership
- 1.2.1 Mission and Vision
- 1.2.3 Staff Collaboration

1.2.4 Schoolwide Use of Data

2.3.1 Learning Environment Management

2.3.2 Financial Management

Evaluators of APs will collect evidence through observations and artifacts of the 11 core components, regardless of the AP's assignment, and for any other components from the WFPL that are included in the AP's EE Cycle.

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Appendix G: PDP and EEP Alignment

Initial educator principals (those in their first 3-5 years as building leaders) will be required to write yearly goals for their EEP (1 PPG and 1 SLO as part of their evaluation) as well as a 3-5 year Professional Development Plan (PDP) that lays out a strategy for professional growth that will lead to increased levels of student learning (for license renewal). While separate, there are considerable overlaps between these two processes and a principal would again be wise to align goals in order to maximize impact (and minimize work and frustration).

Both the EEP and the PDP require goal-setting. For evaluation purposes, principals will create a PPG (tied to the Wisconsin Framework for Principal Leadership) and SLO (tied to academic standards) each year. For licensing purposes, principals will set one multi-year goal to improve principal practice (tied to the WI Administrator Standards) that, if achieved, is likely to also positively impact student learning. Once this learning goal has been identified, the principal will lay out the expected process that will be used to attain the desired learning. The goal and the process to meet the goal are called the PDP.

A principal wishing to align the PDP and EEP processes would do well to choose the PDP goal wisely, to select an area for improvement that will likely need to be developed over time and that is also associated with personal passion. Most principal PDP goals follow some version of the following format: I will learn, implement and assess the impact of --FILL IN THE BLANK WITH THE AREA OF IDENTIFIED LEARNING so that --FILL IN THE BLANK WITH WHAT CHANGE WILL OCCUR so that student learning will ultimately increase. As written, this goal has 3 main objectives (to learn about the area to be improved, to implement what was learned into practice, and to assess the impact of the changes on people, policies or systems) and the principal would include ways that the objectives might be accomplished. These activities can be the links to the yearly goals, especially for the PPG and Strategies section of the SLO.

Because of the close alignment (and potential duplication) between the PDP and EEP processes, DPI is investigating a new/additional licensure option which would allow educators to verify annual completion of their EEP for license advancement and renewal.