Principal Evaluation Handbook

Empowering Effective Teachers and HCPS Administration

5/1/2012

This document serves as a guideline for administrators and district personnel for implementing Hillsborough County Public Schools Principal Evaluation Process.

Hillsborough County Public Schools Principal Evaluation Handbook

Empowering Effective Teachers

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Principal Evaluation System: Vision

Improve Student Achievement by Supporting Teacher Development.

> **"For the purpose of increasing student learning growth by improving the quality of instructional. Administrative, and supervisory services, the district superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel..." – *1012.23(1)(a), Florida Statute***

HCPS promotes student achievement by helping teachers excel in the classroom.   Teacher effectiveness is the most influential of district-controllable factors affecting student achievement. Therefore, our goal is to promote effective teaching in every classroom by fostering, recognizing, and rewarding effective teaching across our district, as well as by identifying and scaling best practices.   Through teacher support, performance accountability, and professional development, we intend to help teachers excel in classrooms, thereby helping students achieve.. We believe that by helping teachers excel, students will achieve more, and when students achieve more, our entire community benefits.

School leadership plays a critically important role in continuously improving student learning growth by continuously supporting teacher development.   While recognize that the role is both challenging and multifaceted, our vision is for principals to serve, first and foremost, as instructional leaders who promote student learning growth. Our principal evaluation system strives to reinforce this belief and achieve this vision.

Principal Evaluation System Development and Continuous Improvement Processes

The HCPS Principal Evaluation System was developed with contributions from a cross-functional, multi-level evaluation committee that consisted of teachers/instructional personnel, district-level executives, principals, assistant principals, area leadership directors, and representatives from Hillsborough Classroom Teachers Association. This cross-functional stakeholder group continues to function in the role of monitoring the evaluation system; and recommending and coordinating continuous improvement efforts based on the information received from monitoring.

Furthermore, data from the principal evaluation system shall be used as a key source of information to drive continuous improvement at the individual professional, site/school, and district level, to include planning for professional development and school improvement planning.

Purpose of Handbook

The purpose of this handbook is to outline the Hillsborough County Public Schools annual principal evaluation system.

Principal Evaluation – Overview

Area Leadership Directors evaluate principals' performance annually. The Area Leadership Directors receive data inputs for several of the evaluation components, such as VAL-ED survey results, school operations, teacher retention, and student attendance. In areas that require data interpretation within school context, the Area Leadership Director uses available data combined with his or her professional judgment in determining the component rating. The results of the evaluation components will be aggregated into an overall evaluation score that will be used to determine principals' overall performance level. The performance levels will be defined as Highly Effective, Effective, Needs Improvement, and Unsatisfactory. As the district accrues history in the new plan and accumulates additional data, a determination of cut-off scores between levels may be established. Principals' evaluation results will be strongly considered in human capital management decisions including professional development planning and placement in future positions. Additionally, principal evaluation scores will be used to help shape district-wide continuous improvement activities such as School Improvement Planning.

Principal Evaluation System Timeline:

Leadership Behaviors and School Operations Management functions are evaluated in late spring, as survey and audit data become available. Student Learning Growth data, based on statewide assessments, is typically available in mid-to-late summer. Therefore, the student learning growth portion of the HCPS principal evaluation system is added in early fall, but not later than October 1st.

Principal Evaluation System – Evaluator Training

Principals, Area Leadership Directors, and all other principal evaluation system stakeholders are trained on how to implement/administer the evaluation system via the following systems/sources:

- The HCPS Principal Evaluation System Handbook and supporting materials are made available to all stakeholders via district communication systems, including within FirstClass IDEAS.
- HCPS provides principals with an overview presentation (at least) annually at Principal Council Meetings
- The Principal Evaluation System is included in Principal Pipeline curriculum for aspiring and new principals.

- Principals have access to technical assistance from district-level personnel upon request and as needed.

Evaluation Components

This section provides an overview of the district's annual principal evaluation system, and defines components of the annual evaluation:
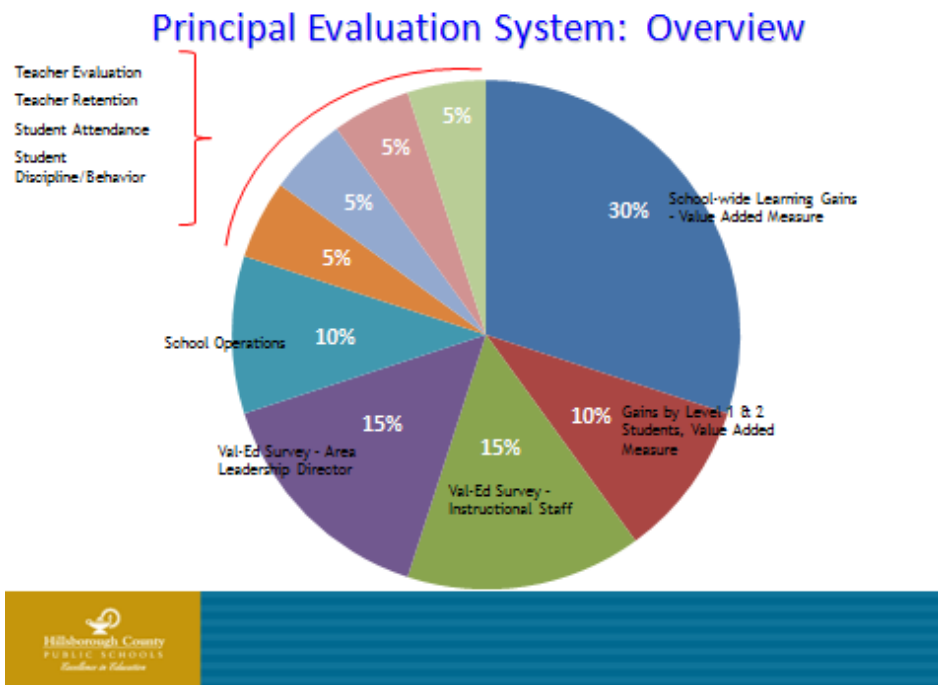
Student Learning Growth – 40%

- Student Learning Growth (All Students) – 30%
- Student Learning Growth (Level 1 and 2 Students) – 10%

VAL-ED Principal Evaluation System – 30%

- Instructional Personnel Input – 15%
- Area Leadership Director Input – 15%

School Operations – 10%

- Internal Accounts Audits – 2%
- 0Property Control – 2%

- FTE – 2%
- Human Resources Management – 4%

Student Attendance/Discipline – 10%

Teacher Retention – 5%

Teacher Evaluation – 5%

- Correlation with Peer/Mentor Evaluators' ratings of teachers at site/school – 2.5%
- Correlation with Value Added Measure of teachers at site/school – 2.5%

Student Learning Growth

40% of the principal annual evaluation is based on the learning growth of the students in his or her school, as calculated with a value added measure process. A value-added measure is a predictive statistical model that uses a variety of variables to predict the expected one-year (or other defined period of time) learning growth of each student. The *predicted* growth is then compared to *actual* growth as measured by course and relevant content assessments, such as FCAT and end-of-course exams. In order to isolate and measure the impact of the school on student learning growth, the value added measure model controls for pertinent conditions and variables that are generally outside of a school's control, but that affect student performance.

The value added measure component of the principal evaluation process consists of two parts:

1. All students, school-wide, and
2. Level 1 and 2 students, school-wide.

School-wide Value Added Measure (30%)

The school-wide value added measure component of the principal evaluation process comprises 30% of the principal's overall annual evaluation. This component is a measure of the school's effectiveness in cultivating the learning growth of *every enrolled student*. School-wide value added measure is calculated using all applicable pre- and post- measure combinations in the school and for the current school year. This component is calculated annually and is initially based on one (1) year of student assessment data. In year two (2) of implementation, value added measure will be based on two (2) years of assessment data. In year three (3) and beyond, value added measure will be based on three (3) years of data.

Level 1 and 2 Students' Value Added Measure (10%)

This component signals the importance of improving the learning growth of our district's lowest performing students. Our vision for this component is for principals to allocate resources, make staffing decisions, and otherwise exercise instructional leadership in such a manner that fosters improvement in the performance of struggling students. This component, then, consists of the

value added measure of the school for Level 1 and 2 students. The component will be measured with the Level 1 and 2 students' results on the Florida Comprehensive Assessment Test (FCAT) Reading and Math tests. The Level 1 and 2 Students' VAM component will be based on 1 year of data in year 1, 2 in year 2, and 3 for year 3 and beyond.

VAL-ED Principal Assessment (30%)

The Vanderbilt Assessment of Leadership in Education (VAL-ED) is an evidence-based, multi-rater rating scale that assesses principals' behaviors known to influence teachers' performance, and, in turn, students' learning. The VAL-ED measures critical leadership behaviors for the purposes of diagnostic analyses, performance feedback, progress monitoring, professional development planning, and summative evaluation.

The overall VAL-ED survey score consists of two components:

- Area Leadership Director Survey: 15%
- Instructional Staff Survey: 15%.

Every member of the principal's instructional staff is invited to confidentially complete the survey, and the score is derived from the responses of all of the site survey participants. Principals who are transferred to their school on or after February 1st will receive survey data from respondents at their prior school, or, if they were promoted into the principal role on or after February 1st, they will be evaluated in their prior role.

The VAL-ED survey is a 360 degree assessment conducted by key people surrounding the principal (i.e. the principal's supervisor/Area Leadership Director, teachers, and the principal himself/herself). Participants' responses to a behavior inventory form the basis of VAL-ED's measurement of principals' performance in carrying out and/or positively influencing the core components and key processes known to be necessary in sound instructional leadership.

- Core Components refer to the characteristics of schools that support the learning of students and enhance the ability of teachers to teach.
- Key Processes refer to how leaders create and manage those core components

Effective instructional leadership, as measured by the VAL-ED survey, resides at the intersection of the two dimensions: core components created through key processes.

The outcomes of the assessment include behavior profiles, interpretable from both norm-referenced and standards-referenced perspectives, and suggested clusters of behaviors for improvement.

The content below that describes the core components and key processes is largely excerpted from the VAL-ED Users' Guide. Principals, District Administrators, and all concerned stakeholders are

encouraged to read and familiarize with the VAL-ED Users' Guide to develop a more substantive knowledge of it.

Figure 1 below describes the conceptual framework that shapes the foundation of the VAL-ED system.

Figure 1: Concept framework for the Vanderbilt Assessment of Leadership in Education
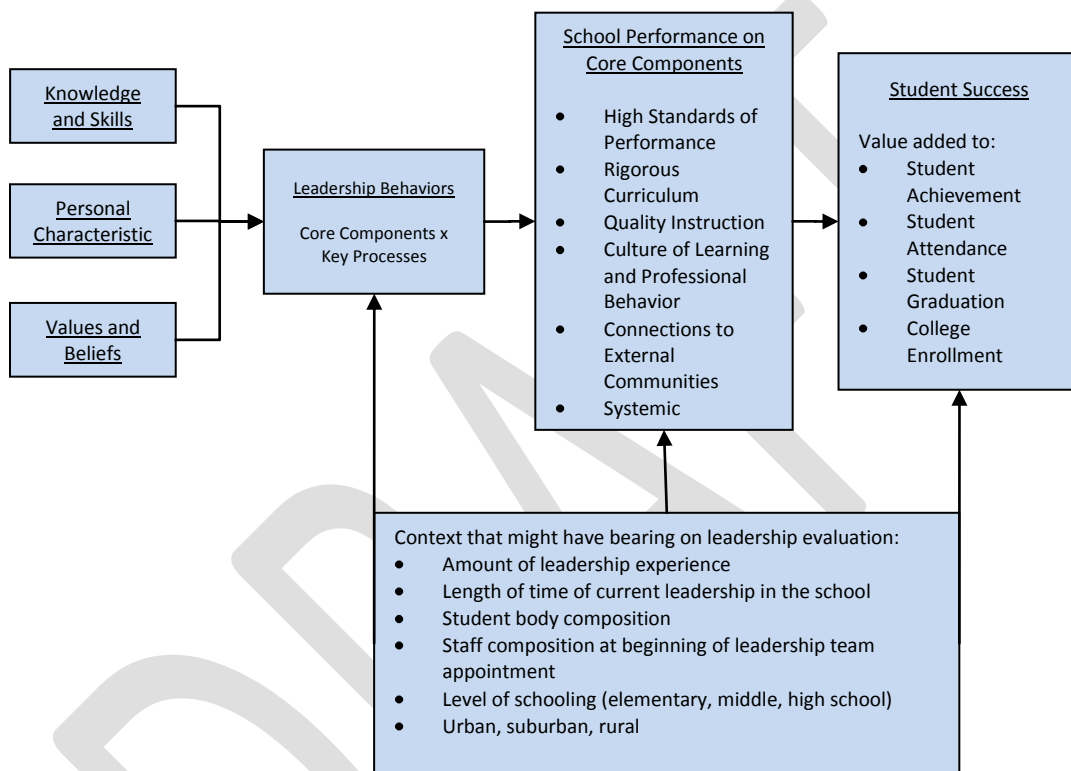
The figure below outlines the core components and key processes measured with the VAL-ED system.

	Key processes					
Core components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning						
Rigorous Curriculum (content)						
Quality Instruction (pedagogy)						
Culture of Learning & Professional Behavior						
Connections to External Communities						
Performance Accountability						

Core Components

Our framework includes 6 core components that represent the constructs of effective learning-centered leadership as grounded in the literature:

High Standards for Student Learning

High Standards for Student Learning is defined as the extent to which leadership ensures there are individual, team, and school goals for rigorous student academic and social learning. The VAL-ED framework does not assess the mere presence of goals for student learning, but specifically emphasizes the quality of the school goals, namely the extent to which there are high standards and rigorous learning goals.

Rigorous Curriculum

Rigorous Curriculum is defined as ambitious academic content provided to all students in core academic subjects. School leaders play a crucial role in setting high standards for student performance in their schools. These high standards, however, must be translated into ambitious academic content represented in the curriculum that students experience.   Leaders work with colleagues to ensure that the school is defined by a rigorous curriculum program in general and that each student's program is of high quality.

Quality Instruction

A rigorous curriculum (i.e., ambitious academic content) is insufficient to ensure substantial gains in student learning; quality instruction (i.e., effective pedagogy) is also required. Quality Instruction is defined as effective instructional practices that maximize student academic and social learning. Effective instructional leaders understand the properties of quality instruction and find ways to ensure that quality instruction is experienced by all students in their schools. They spend time on the instructional program, often through providing feedback to teachers and supporting teachers to improve their instruction.

Culture of Learning and Professional Behavior

Another core component in the VAL-ED assessment framework is leadership that ensures there are integrated communities of professional practice in the service of student academic and social learning—that is, a healthy school environment in which student learning is the central focus. School leadership plays a central role in the extent to which a school exhibits a culture of learning and professional behavior and includes integrated professional communities.

Connections to External Communities

Leading a school with high expectations and academic achievement for all students requires robust connections to the external community. Learning-centered leaders play a key role in both establishing and supporting parental involvement and community partnerships. This component assesses the principals' performance in establishing, maintaining, and accomplishing work through external partnerships.

Systemic Performance Accountability

There is individual and collective responsibility among the leadership, faculty, students, and the community for achieving the rigorous student academic and social learning goals. Learning-centered leaders integrate internal and external accountability systems by holding their staffs accountable for implementing strategies that align teaching and learning with achievement goals and targets set by policy. This component assesses principals' success in implementing and using systemic performance accountability systems.

Key Processes

The VAL-ED conceptual framework features 6 key process constructs. Following a systems view of organizations, we acknowledge the processes are interconnected, recursive, and reactive to one another, but for purposes of our assessment and descriptive analysis, each one is treated individually.

Planning

An essential process of leadership is planning. Planning is defined as articulating shared direction and coherent policies, practices, and procedures for realizing high standards of student performance. Planning helps leadership focus resources, tasks, and people. Learning-centered leaders do not see planning as a ritual or as overly bureaucratic. They engage in planning as a mechanism to realize the core components of the school. Effective principals are highly skilled planners and in fact, they are proactive in their planning work. Planning is needed in each of the core components; it is an engine of school improvement that builds common purpose and shared culture.

Implementing

After planning, leaders implement; they put into practice the activities necessary to realize high standards for student performance. Effective leaders take the initiative to implement and are proactive in pursuing their school goals. Instructional leaders are directly involved in implementing policies and practices that further the core components in their schools.

Supporting

Supporting is a key process that ensures the resources necessary to achieve the core components are available and used well.   Support takes varied forms that entail both resource and personal support. For example, leaders demonstrate personal interest in their staffs and they make themselves available to them. Leaders also provide support for high-quality instruction by ensuring that teachers have guidance as they work to integrate skills learned during professional development into their instructional behaviors.

Advocating

Leaders promote the diverse needs of students within and beyond the school. Advocating for the best interests and needs of *all* children is a key process of instructional leadership. Learning-centered leaders advocate for a rigorous instructional program for *all* students. They ensure that policies in the school do not prevent or create barriers for certain students to participate in classes that are deemed gateways to further learning, such as algebra. They ensure that special needs students receive content-rich instruction. Similarly, effective instructional leadership ensures that all students are exposed to high-quality instruction. Both the instruction and content of the school's educational programs honor diversity. Through advocacy, learning-centered leadership works with teachers and other professional staff to ensure that the school's culture both models and supports respect for diversity.

Communicating

Leaders develop, utilize, and maintain systems of exchange among members of the school and with its external communities. Principals, as instructional leaders, communicate unambiguously to all

the stakeholders and constituencies both in and outside the school about the high standards of student performance. Leaders communicate regularly and through multiple channels with families and community members.

Monitoring

 Monitoring entails leaders systematically collecting and analyzing data to make judgments that guide decisions and actions for continuous improvement. Learning-centered leaders monitor the school's curriculum, assuring alignment between rigorous academic standards and curriculum coverage. They also monitor students' programs of study to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects. Learning-centered leadership also undertakes an array of activities to monitor the quality of instruction, such as ongoing classroom observations. Monitoring student achievement is central to maintaining systemic performance accountability.

VAL-ED Principal Summary Report:

Principals earn an overall maximum score of 15 points for the VAL-ED survey completed by their Area Leadership Director (x out of 5, multiplied by 3 to result in 15 points), and 15 based on the average overall score from their instructional staffs. In addition to the summative evaluation rating, principals receive a report that provides both standards-based and nationally norm-referenced input on their effectiveness in carrying out instructional leadership behaviors. The Principal Report is used within the HCPS Principal Evaluation System to help guide principals' individual professional development planning, school improvement planning, and system-wide continuous improvement of instructional leadership behaviors. Area Leadership Directors, Principals, and Principal Coaches may use the Principal Summary Report as a key source of information for planning and customizing principals' professional development experiences to improve principal performance in subsequent evaluation rating period(s).

School Operations – 10%

In addition to the emphasis on instructional leadership, principals are also responsible for ensuring the effective operation of the school, including managing budgets, accounting for resources, managing the facility and logistics, accurate and timely reporting, and managing personnel effectively.   This section describes how a principal's effectiveness in managing school operations is assessed through the principal evaluation process.

Internal Accounts Audits – 2%

Each school receives an annual audit of internal accounts. The audit consists of a review and verification that the principal has ensured that the school's internal accounts have been managed in compliance with legal and policy standards. This is a 'lagging' component in that the audits are conducted on previous school year data. Therefore, new principals will not receive a score for

internal audits. Principals new to their schools who transferred from another school in the district will be evaluated based on the audit results from their previous school. Internal Audits performance is rated according to the following chart:

Score	Points
E ("Exemplary")	2
S ("Satisfactory")	1
S/NI ("Satisfactory, but needs improvement")	0
U ("Unsatisfactory")	-2

Property Control – 2%

Property Control audits assess the effectiveness with which a principal maintains accountability of the schools' educational resources such as equipment. The property control component of the principal evaluation system is scored as follows:

Score	Points
E ("Exemplary")	2
S ("Satisfactory")	1
U ("Unsatisfactory")	-2

FTE – 2%

The FTE component is an assessment of the effectiveness with which the principal manages the annual FTE reporting process. The number of points allocated is based on how well the principal ensures that the school submits its fall and spring FTE reports error free by the final submission. This component is scored as follows:

Score by Semester/Survey	Points
0 – 2 Errors	1
3 – 5 Errors	0.5
6 – 10 Errors	0.25
➢ 10 Errors	0

Human Resources Management – 4%

This component of the principal evaluation system is an assessment of the principal's effectiveness in managing the human capital at his or her school. This includes complying with the labor contract, and following district procedures and guidelines for executing personnel actions, such as non-re-nominations, hires, and transfers.

Using the criteria described in the chart below, Human Resources will recommend assignment of points by school/principal to the Area Leadership Directors. Area Leadership Directors, working

collaboratively with HR, will then review and consider these recommendations in assigning the final score for this sub-component.

Indicator	Criteria	Person Responsible
Effective Management of Contract Value: 1 Point	Founded violations of contract provisions. No violations = 1 point. Deduction of point if founded violations	Manager, Personnel Services General Manager, Employee Relations
Effective Management of Personnel Value: 2 Points	Appropriate written documentation of performance issues. Not extending contracts to poor/marginal performers. Proper administration of instructional personnel evaluation systems at site level. No issues found: 2 points Deduction in points if issues not handled appropriately (1 – 2 points)	Manger, Personnel Services General Manager, Employee Relations
Timely Submission of Pertinent HR Documents / Information (Re-nomination lists, pool sends, evaluations, etc…) Value: 1 point	Submit documents / information within given timelines. No late submissions = 1 point	Manager, Personnel Services General Manager, Employee Relations

Student Attendance/Discipline –10%

Student Attendance and Discipline will comprise 10% of the principal evaluation rating, with 5% allocated for each sub-component. Each subcomponent consists of three scoring levels: 0 points, 2.5 points, and 5 points.

Student Attendance:

For school attendance, Area Leadership Directors will receive and review a report that compares their schools to district averages. Area Leadership Directors are asked to consider the following guidelines for assigning scores.

- Schools are segmented into 1 of 9 categories/tiers (See figure, below)

Figure 3: Sample Target Levels for School Attendance Categories

Sample target levels for each category

(Based on 2009-10 actual attendance data)

	Renaissance	Title 1	Traditional
High	92.4%	93.4%	94.2%
Middle	93.1%	94.0%	95.1%
Elem	93.7%	95.2%	96.0%

- Average attendance levels are observed for each category
- Attendance Performance: Principals are awarded points based on their performance relative to category averages. 5 points for above-average, 2.5 points for average, and 0 points for below average.
- Attendance Improvement: Principals may also be awarded points for year to year improvement of attendance rates. For example, the highest year to year improvement also qualifies for 5 points, positive improvement qualifies for 2.5 points, and no improvement qualifies for 0 points.
- Area Leadership Directors may make adjustments to student attendance scores collectively and collaboratively and in consideration of other factors.

Area Leadership Directors may make adjustments to student attendance scores collectively and collaboratively, and in consideration of other factors such as those listed below:

- Consider school attendance performance relative to similar schools, as delineated by school type (Renaissance, Title 1) and grade levels.
- Consider annual/year-over-year changes or improvement in schools' attendance performance, especially relative to similar schools.
- Consider schools' progress against its plan, within the context of its School Improvement Plan.
- Consider any extenuating circumstances or conditions that affected school attendance negatively or positively, and that were or were not controllable by the principal.

Student Discipline

While objective data is available on student discipline, the data still requires interpretation within schools' contexts. Area Leadership Directors will, therefore, use their experience and judgment to assign scores (0, 2.5, or 5 points).

To promote fairness, Area Leadership Directors' point allocations will be compared to each other, and they will be able to discuss outliers and unique situations. Area Leadership Directors may consider the following guidelines in allocating points for the student discipline sub-component:

- Distributions of scores within their areas relative to distributions in other areas

- Consider not just the number and type of student behavior incidents and issues related to the school, but, more importantly, consider the principal's effectiveness in properly responding to incidents and fostering a productive learning climate.

Teacher Retention – 5%

The Teacher Retention component of the principal evaluation system is intended to evaluate the principal's performance in retaining effective teachers at his or her school. The process for evaluating this component is similar to the process used for attendance in that it consists of four steps related to comparing similar schools.

- Provide Area Leadership Directors with a Modified Teacher Retention Rate report that consists of the percent of teachers returning to his/her school, but excluding the following categories:
    a. Teachers not rated as "Effective" or "Highly Effective"
    b. Teachers who retire during the rating period
    c. Teacher who depart for reasons related to professional standards.
- Area Leadership Directors then review (with each principal) the list of teachers who departed, and using professional judgment, assigns a rating of 5, 2.5, or 0 to the site/principal for this component.

Teacher retention will be calculated as the percent of effective teachers remaining/working in the school in the school year following the evaluation year.

Area Leadership Directors may use their discretion to make adjustments, as necessary, and may consider the following guidelines:

- Positive turn-over, such as the number of effective teachers who were promoted to positions at different schools
- The principal's effectiveness in removing or improving the performance of ineffective teachers.
- Consider that schools with new principals often initially experience higher than usual turn-over.

Teacher Evaluation – 5%

The principal's role entails/includes supporting teachers in the development and continuous improvement of teaching practice. Principals carry out this responsibility by carrying out the HCPS Teacher Evaluation System within their respective sites. Within the HCPS Teacher Evaluation System, Principals are responsible for conducting the required number of formal and informal classroom observations for each teacher at his/her site. The HCPS Classroom Teacher Observation Rubric is based heavily on the Charlotte Danielson "Framework for Effective Teaching", which
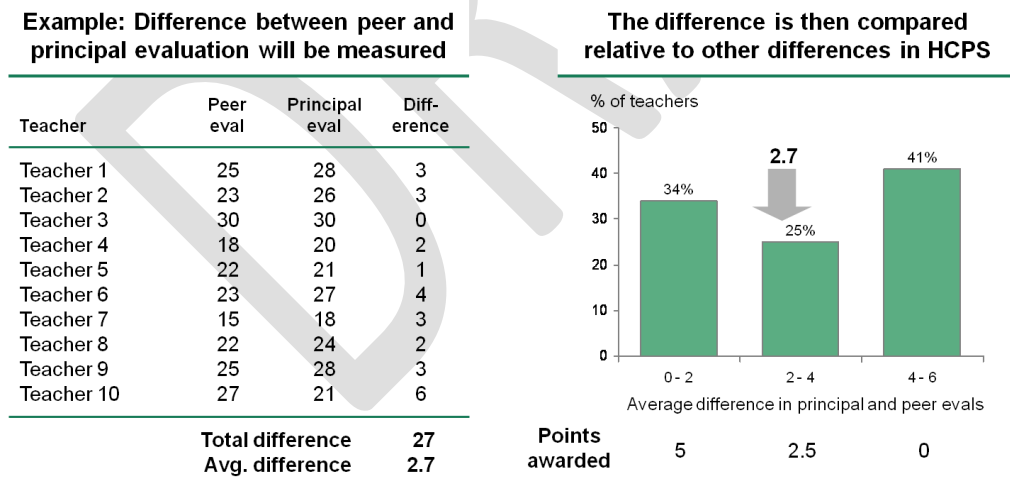
guides principals in identifying, evaluating, and assessing aspects of teaching that, if carried out effectively by teachers, are likely to result in increased student learning growth. Furthermore, the Teacher Evaluation System is designed to facilitate powerful, reflective, and developmental conversations about teachers' practice.

Because the HCPS Teacher Evaluation System is high stakes for both teachers and for students, it is extremely important that principals accurately assess the teaching that is taking place at his/her site. This is important not only to differentiate between levels of effectiveness among the teacher core, but, more importantly, to proceed strategically with data-supported teacher professional development plans. Therefore, the HCPS *Principal* Evaluation System includes a component designed to assess accuracy with which principals evaluate teachers. The Teacher Evaluation Component of the HCPS Principal Evaluation System is measured by assessing a) the correlation between principals' evaluation of teachers, and those teachers' effectiveness in causing student learning growth, and b) the correlation between principals' evaluation ratings of teachers and the evaluation ratings of the site's teachers completed by external expert evaluators:

- Correlation with Peer / Mentor Evaluation Ratings: 2.5%
- Correlation with Value-Added Measure: 2.5%

The following illustration is an example of how correlation data will be used to generate a score for this component:

Figure 4: Example of Scoring Evaluation Correlation

Example: Difference between peer and principal evaluation will be measured

Teacher	Peer eval	Principal eval	Diff- erence
Teacher 1	25	28	3
Teacher 2	23	26	3
Teacher 3	30	30	0
Teacher 4	18	20	2
Teacher 5	22	21	1
Teacher 6	23	27	4
Teacher 7	15	18	3
Teacher 8	22	24	2
Teacher 9	25	28	3
Teacher 10	27	21	6
	Total difference	27	
	Avg. difference	2.7	

The difference is then compared relative to other differences in HCPS

% of teachers

Average difference in principal and peer evals	0 - 2	2 - 4	4 - 6
	34%	25%	41%
Points awarded	5	2.5	0

2.7

Principal Evaluation Worksheet/Form

Evaluator: _____   Date: _____
Employee name: _____   School year: _____
Lawson ID #: _____   Tenure status: _____
Site name: _____   Job code: _____
Site #: _____   Title: _____

Category	Description	Max Points	Points Earned
Student Learning Growth			
Student Learning Growth – All Students	School-wide value added score based on the results of all applicable student assessments in the school	30	
Student Learning Growth – Level 1 and 2 Students	School-wide value added score based on FCAT Reading and Math for all Level 1 and 2 Students	10	
VAL-ED Principal Evaluation System			
Area Leadership Director Survey Results	VAL-ED Survey Results, based on Area Leadership Director's input	15	
Instructional Staff Survey Results	VAL-ED Survey Results, based on input from all participating instructional staff	15	
School Operations			
Internal Accounts Audits	Audits of school's internal accounts conducted by district audit staff	2	
Property Control	Audits of school's property inventories, conducted by district property control staff	2	
FTE	Error-free submission of school FTE reports, as determined by district FTE lead.	2	
HR Management	Compliance with HR policies, accuracy of HR reporting, and effective management of human capital, as determined by district human resources staff.	4	
Student Attendance & Discipline			
Student Attendance	Area Leadership Director- determined, based on performance and annual improvement comparisons with like schools.	5	
Student Discipline	Area Leadership Director-determined, based on effective management of discipline at school site.	5	
Teacher Retention			
Teacher Retention	Area Leadership Director-determined based on annual site turn-over of effective teachers, analysis of factors driving turn-over	5	
Teacher Evaluation			
Teacher Evaluation	Area Leadership Director-determined based on comparative correlations between	5	

	principal evaluations and peer (or mentor) evaluations and value added measure		
Totals		**100**	

Strengths:
Opportunities for Growth/Professional Development
Goals for Next (Annual) Evaluation Period

Signature *(Principal):* _____   Signature *(Area Dir)*: _____

Date: _____   Date: _____

Principal Evaluation System Scoring and Performance Rating Levels

Principals will earn an overall score of *x* of 100 where the overall score will correspond a performance rating on the following scale:

Performance Ratings	Score Range	
	Low	High
Highly Effective	TBD	TBD
Effective	TBD	TBD
Needs Improvement	TBD	TBD
Unsatisfactory	TBD	TBD

The scoring ranges will be set after gaining at least two (2) years of evaluation data, and will be subject to change according to district guidelines, and as additional trend data is available to inform the setting of equitable and reasonable cut-offs.

Principal Evaluation System – Performance Ratings will be reported to FLDOE, per legal requirements stipulated in the Student Success Act.

Hillsborough County Public Schools Principal Evaluation Data Collection and Observation Protocol

School:	Principal:	Area Leadership Director:
Date of Visit:	Visit # 1 2	Time of Visit:

Core Component **High Standards for Student Learning** *There are individual, team, and school goals for rigorous student academic and social learning.* **Please use the following rubric for your ratings:** **Distinguished** The leader exhibits behaviors and practices at levels of effectiveness that are certain to influence teachers positively and result in strong results for all students. Their practices are consistently of high quality. **Proficient** The leader exhibits behaviors and practices at levels of effectiveness that are likely to influence teachers positively and result in acceptable results for all students. Their practices are of quality. **Basic** The leader exhibits behaviors and practices that are likely to influence teachers positively and result in acceptable results for some students. Their practices are inconsistent. **Below Basic** The leader exhibits behaviors and practices at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable results for all students. There is little evidence of quality practices.	**Domain 1**	Below Basic	Basic	Proficient	Distinguished
	Evidenced through Observation of Principal				
	Progress of all students is understood through analysis of formative and summative assessments that are regularly monitored by teachers and the school leadership team. (*Observed during leadership team meeting*)				
	School leaders implement equity principles by carefully monitoring progress of all groups of students. (*Observed during leadership team meetings*)				
	Evidenced through Other Artifacts				
	The school addresses the specialized needs of students including subgroups by gender, ethnicity, and social/economic disadvantage by program designation. (*Review of Master Schedule*)				
	The achievement gaps among the different demographic groups are being closed. (*Review of Data*)				
	School leader leads the staff in setting challenging goals, with interim benchmarks, to ensure that students are on course to meet or exceed expectations. Goals and benchmark targets are well understood by students and teachers, and families and regularly monitored by school leaders. (*Observed during leadership team meetings and review of faculty meeting agendas, School Improvement Plan, classroom observations and parent communications*)				
	School leaders demonstrate a commitment to equity in communicating a vision for accelerating learning for struggling students and under-performing groups of students. (*Review of Master Schedules, ELP offerings, RTI meeting agendas*)				

Hillsborough County Public Schools Principal Evaluation Data Collection and Observation Protocol

School:	Principal:	Area Leadership Director:
Date of Visit:	Visit # 1 2	Time of Visit:

Core Component Rigorous Curriculum	Domain 2	Below Basic	Basic	Proficient	Distinguished
There is ambitious academic content provided to all students in core academic subjects. **Please use the following rubric for your ratings:** **Distinguished** The leader exhibits behaviors and practices at levels of effectiveness that are certain to influence teachers positively and result in strong results for all students. Their practices are consistently of high quality. **Proficient** The leader exhibits behaviors and practices at levels of effectiveness that are likely to influence teachers positively and result in acceptable results for all students. Their practices are of quality. **Basic** The leader exhibits behaviors and practices that are likely to influence teachers positively and result in acceptable results for some students. Their practices are inconsistent. **Below Basic** The leader exhibits behaviors and practices at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable results for all students. There is little evidence of quality practices.	**Evidenced through Observation of Principal**				
	School leaders communicate the importance of addressing on grade level content in special and regular education programs and evaluate the extent to which all students are exposed to a rigorous curriculum. *(Observed during faculty meeting, leadership/RTI team meetings)*				
	School leaders support teachers in implementing a rigorous curriculum by securing appropriate teaching materials. *(Observed during leadership team meeting)*				
	Evidenced through Other Artifacts				
	The teachers align the curriculum to district guidelines and state standards and develop plans, timeframes, and benchmarks to support learning. *(Classroom Walkthroughs)*				
	The curriculum is rigorous, balanced and wide enough to provide students with access to a full range of interesting and relevant learning experiences. *(Classroom Walkthroughs and review master schedules)*				
	The curriculum enables students to work in depth on projects and problems to develop a wide range of skills, understand complex concepts, and to solve difficult problems. Students are well prepared for higher learning. *(Classroom Walkthroughs and review observation data)*				
	Homework and extended-day activities are used effectively to reinforce and extend classroom learning experiences. *(Review ELP schedules and student homework assignments)*				

Hillsborough County Public Schools Principal Evaluation Data Collection and Observation Protocol

School:	Principal:	Area Leadership Director:
Date of Visit:	Visit # 1 2	Time of Visit:

Core Component	Domain 3	Below Basic	Basic	Proficient	Distinguished
Quality Instruction	**Evidenced through Observation of Principal**				
There are effective instructional practices that maximize student academic and social learning.	School leaders discuss instructional practices during faculty meetings and regular communication with teachers. *(Observed during faculty meeting and review of emails, teacher newsletter)*				
Please use the following rubric for your ratings:	School leaders measure the effectiveness of teaching and learning through observations of lessons, analysis of student work, and the collaborative review of planning *(Observed during shadowing of principal completing walkthrouhgs)*				
Distinguished	**Evidenced through Other Artifacts**				
The leader exhibits behaviors and practices at levels of effectiveness that are certain to influence teachers positively and result in strong results for all students. Their practices are consistently of high quality.	Teachers have learning objectives that are measureable, shared with, and understood by students, and are referenced throughout lessons. *(Classroom walkthroughs and observation data)*				
	Teachers effectively motivate students in their learning with all students demonstrating high levels of engagement and time on task. *(Classroom walkthroughs and observation data)*				
Proficient	Teachers provide students with frequent opportunities for collaborative work. *(Classroom walkthroughs and observation data)*				
The leader exhibits behaviors and practices at levels of effectiveness that are likely to influence teachers positively and result in acceptable results for all students. Their practices are of quality.	Teachers use effective questioning strategies to promote critical thinking and problem solving skills. *(Classroom walkthroughs and observation data)*				
	Teachers differentiate instruction and integrate literacy and culturally appropriate strategies to address multiple and varied student learning needs, modes, and levels of progress.				
Basic	School leader ensures that the master schedule enables quality instruction. *(Review of master schedule and dialogue with principal)*				
The leader exhibits behaviors and practices that are likely to influence teachers positively and result in acceptable results for some students. Their practices are inconsistent.	School leaders support collaboration among faculty to improve instruction and maximize learning. *(Review PLC/common planning and other meeting schedules)*				
Below Basic	Teachers make use of a wide array of assessment data from multiple sources to plan instruction, guide student grouping, make adjustments to teaching and to target interventions. *(Review observation data)*				
The leader exhibits behaviors and practices at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable results for all students. There is little evidence of quality practices.					

Hillsborough County Public Schools Principal Evaluation Data Collection and Observation Protocol

School:	Principal:	Area Leadership Director:
Date of Visit:	Visit # 1 2	Time of Visit:

Core Component	Domain 4	Below Basic	Basic	Proficient	Distinguished
Culture of Learning and Professional Behavior *There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.* **_Please use the following rubric for your ratings:_** **Distinguished** The leader exhibits behaviors and practices at levels of effectiveness that are certain to influence teachers positively and result in strong results for all students. Their practices are consistently of high quality. **Proficient** The leader exhibits behaviors and practices at levels of effectiveness that are likely to influence teachers positively and result in acceptable results for all students. Their practices are of quality. **Basic** The leader exhibits behaviors and practices that are likely to influence teachers positively and result in acceptable results for some students. Their practices are inconsistent. **Below Basic** The leader exhibits behaviors and practices at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable results for all students. There is little evidence of quality practices.	**Evidenced through Observation of Principal**				
	School leaders have developed ways to receive ongoing input regarding school culture from students, parents, and teachers. *(Observed during a SAC or PTA meeting or faculty meeting)*				
	Evidenced through Other Artifacts				
	The school provides a learning environment that is safe, respectful, and welcoming. *(School Walkthrough, dialogue with staff and students, review climate surveys)*				
	The school learning environment encourages high academic and personal expectations by posting rubrics, grade expectations, and exemplary work so that students know what is expected to raise their levels of achievement. *(Classroom Walkthroughs)*				
	The school supports mutual respect and positive relationships among the members of the school community. Equality of opportunity, understanding of cultural diversity and an appreciation of the personal dignity of all is evident at the school. *(Review of student make-up in extra-curricular activities and advanced classes)*				
	The school establishes routines with disciplinary expectations and consequences clearly defined, communicated, and understood by students, teachers, and parents. *(Review school discipline plan)*				
	The school promotes a collective responsibility among staff, parents, and students to develop positive attitudes toward learning. *(Review web site, communications with teachers and parents, extra-curricular opportunities for students)*				
	The school implements measures to promote good attendance and eliminate frequency of truancy and tardiness. *(Review attendance plan)*				
	School leaders create and implement policies and practices that enable the school to run smoothly and to provide a climate conducive to learning. *(Review of school handbook of procedures and school walkthroughs)*				

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School:	Principal:	Area Leadership Director:
Date of Visit:	Visit #　1　　2	Time of Visit:

Core Component	Domain 5	Below Basic	Basic	Proficient	Distinguished
Connections to External Communities *There are linkages to family and/or other people and institutions in the community that advance academic and social learning.* ***Please use the following rubric for your ratings:*** **Distinguished** The leader exhibits behaviors and practices at levels of effectiveness that are certain to influence teachers positively and result in strong results for all students. Their practices are consistently of high quality. **Proficient** The leader exhibits behaviors and practices at levels of effectiveness that are likely to influence teachers positively and result in acceptable results for all students. Their practices are of quality. **Basic** The leader exhibits behaviors and practices that are likely to influence teachers positively and result in acceptable results for some students. Their practices are inconsistent. **Below Basic** The leader exhibits behaviors and practices at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable results for all students. There is little evidence of quality practices.	**Evidenced through Observation of Principal**				
	The school creates opportunities to celebrate student achievements with parents and guardians and the broader community. *(Observed during academic celebrations, and other ceremonies)*				
	Parents, guardians and families are encouraged to participate in the decision-making processes within the school. *(Observed during SAC or PTA meeting)*				
	Evidenced through Other Artifacts				
	The school leaders and teachers place a high priority in regularly communicating with parents and guardians to build collaborative relationships and engage them as partners in their child's learning. *(Review of school newsletter, parent link messages, ed-line reports)*				
	Teachers routinely provide information for parents and guardians about the academic and social progress of students, expectations of standards, and areas for improvement. *(review ode d-line reports, climate surveys)*				
	School leaders develop a plan for community outreach consistent with instructional goals. *(review parent and community involvement plans and goals on School Improvement Plan)*				
	The school creates collaborative partnerships with external agencies and community groups to support academic and personal development of the students. *(Review business and community partner agreements)*				
	School leaders listen to feedback from the community. *(Meeting agendas showing community representation)*				
	School leaders promote mechanisms for reaching families who are least comfortable at school. *(Review parent involvement plans)*				
	School leaders monitor the effectiveness of community-school connections. *(Review plans for assessing value of community involvement)*				

Hillsborough County Public Schools Principal Evaluation Data Collection and Observation Protocol

School:	Principal:	Area Leadership Director:

Date of Visit:	Visit # 1 2	Time of Visit:

Core Component	Domain 6	Below Basic	Basic	Proficient	Distinguished
Performance Accountability	**Evidenced through Observation of Principal**				
Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students.	School leaders communicate a clear strategic vision for the school including a continuous improvement pathway to achieve it. *(Observed during faculty meeting, leadership team meeting and email communications)*				
	School leaders measure the effectiveness of learning and teaching through observations of lessons, analysis of student work, and the collaborative review of planning. *(Observe principals during walkthroughs, review observation schedule and daily schedule of principal)*				
Please use the following rubric for your ratings:	School leaders collect and analyze data to monitor student and teacher outcomes and communicate the results with the staff on an ongoing basis. *(Observe during faculty meeting, leadership team meeting, and email communications)*				
Distinguished	The principal provides ongoing, honest feedback to teachers related to their performance and the performance of their students. *(Observe principal giving feedback to teachers, review feedback forms in LTM)*				
The leader exhibits behaviors and practices at levels of effectiveness that are certain to influence teachers positively and result in strong results for all students. Their practices are consistently of high quality.	School leaders develop and provide coaches and instructional experts to support staff and to maximize the learning of the students. *(Observe leadership team meeting, review PD plan and coaches' schedules)*				
Proficient	**Evidenced through Other Artifacts**				
The leader exhibits behaviors and practices at levels of effectiveness that are likely to influence teachers positively and result in acceptable results for all students. Their practices are of quality.	School leaders organize time, people and resources that are consistently aligned to strategic plans and to priorities indentified in the school improvement plan. *(Review school schedules for all staff, review budgets and expenditures)*				
Basic	School leaders create opportunities for professional development in response to the needs of individual teachers and the school making sure that professional learning is embedded in work practice. *(Review school-wide professional development plan as well as teacher and administrator growth plans)*				
The leader exhibits behaviors and practices that are likely to influence teachers positively and result in acceptable results for some students. Their practices are inconsistent.					
Below Basic	School leaders create structures and provide opportunities for staff to meet together to modify the curriculum and lessons in response to emerging performance data and the needs of the students. *(Review PLC agendas and common planning time schedules, dialogue with principals about their role in PLCs)*				
The leader exhibits behaviors and practices at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable results for all students. There is little evidence of quality practices					