



Principal Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM



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Principal Evaluation Protocol

Introduction

Missouri’s Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state’s model Educator Evaluation System, the primary purpose of the Principal Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified

and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up rating provides indication of the amount of growth in performance that occurred. Reflection on the process and amount of growth that occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is an important component to the growth in educational practice that occurs in the principal evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale

Appropriate indicators are selected that most support increasing student learning by promoting growth in teacher practice through a focus on potential growth opportunities for the principal. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the principal in the building.

Description

The selection of indicators is a very important step in the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning principals. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A maximum of three indicators per principal per year are recommended which are:
 - Based on student needs
 - Represents priorities of the building/district leadership for that principal
 - Based on a potential growth opportunity for the principal and are determined in collaboration between the principal and district leadership
4. At a minimum two of the indicators must address impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example

Mr. Peters is a fifth year principal at an elementary school. A major district focus this year is the implementation of the Missouri Learning Standards. As such, the superintendent of the district is directing all principals to work on Quality Indicator 2.2 “Provide an Effective Instructional Program” and 3.2 “Lead Personnel” to facilitate this implementation. In addition, Mr. Peters, in consultation with his superintendent, has identified Quality Indicator 2.3 “Ensure Continuous Professional Learning” in order to better align the professional learning of his teachers to the priority areas of his building. For this year, Mr. Peters’ area of focus will be on performances articulated in the following three indicators:

1. Provide an Effective Instructional Program 2.2
2. Lead Personnel 3.2
3. Ensure Continuous Professional Learning 2.3

All three indicators include evidence on Mr. Peters’ performance in the professional frames of commitment, practice and impact.

Step 2: Determine a baseline score for each identified indicator

Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description

The 0 – 7 scale found on each [growth guide](#) provides a numerical rating for each indicator. This numerical rating establishes a baseline score.

The baseline score for returning principals working on the same indicator as the previous year is the follow-up rating they received. This generates continuity of improvement of performance on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the leadership skills of the principal and includes data and information like licensing, credentialing, building improvement plans, building handbooks, and other building-level regulations and protocols. Evidence in the practice frames focuses on observable behaviors, or the quality of leadership that the principal demonstrates. Evidence in the impact frames focuses on outcomes or evidence of what teachers and students in the building are doing as a result of the principal’s leadership practices.

It is important to think about a principal's rating of performance by taking these separate categories of evidence into consideration. After all, if a principal promotes what they think is a high level of instruction and monitors teacher performance and provides feedback in what they think is an effective manner and yet students are not understanding the content, then there is still something less than ideal occurring in learning experiences throughout the building. Identifying where that growth opportunity exists that limits the learning experience of all students from being ideal is the type of focus that leads to growth in practice.

It is first necessary to determine the appropriate descriptive rating for the principal's performance. This descriptive rating of performance will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

For example, in Growth Guide 2.2, a determination about the principal's performance might be as illustrated below. There is Commitment evidence that the principal is knowledgeable of current instructional and assessment practices and that teachers collaboratively plan for their use. There is also observable Practice evidence that the principal facilitates a review of instructional practices and their effectiveness. Evidence at the Impact level reveals that student achievement has been linked to the practices and curricular materials that are currently being used. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of [student surveys](#). Although this is perceptual in nature, research maintains that it does offer useful data.

Leader Growth Guide 2.2

Standard 2: Teaching and Learning

Quality Indicator 2: Provide an Effective Instructional Program

Emerging	Developing	Proficient	Distinguished				
2E2) The emerging leader... Works with staff to determine the current instruction and assessment practices used to impact student achievement.	2D2) The developing leader also... Promotes and monitors consensus relative to the use of effective instruction and assessment practices.	2P2) The proficient leader also... Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.	2S2) The distinguished leader also... Leads continuous improvement of instruction and assessment practices based on the most current research on the impact of educator practices on student learning.				
Professional Frames							
<p>Evidence of Commitment Ensures documentation of the effectiveness of existing instructional and assessment practices and curricular materials at each level in the school building</p> <p>Evidence of Practice Facilitates the review of practices and curricular materials and their effectiveness in raising student achievement</p> <p>Evidence of Impact Student achievement data is linked to practices and curricular materials</p>	<p>Evidence of Commitment Collaboratively plans for the use of effective instructional and assessment practices</p> <p>Evidence of Practice Facilitates a collaborative process of reviewing and promoting effective instruction and assessment practices</p> <p>Evidence of Impact Effective instructional and assessment practices are consistently used</p>	<p>Evidence of Commitment Has a process to evaluate and recommend changes necessary to ensure effective instructional and assessment practices</p> <p>Evidence of Practice Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices</p> <p>Evidence of Impact Teachers and staff engage in a review of instructional and assessment practices</p>	<p>Evidence of Commitment A process is in place to continuously monitor and evaluate instructional and assessment practices</p> <p>Evidence of Practice Uses a systems to regular assess effectiveness of practice and documents sustained improvement and growth of staff and students</p> <p>Evidence of Impact All Students experience sustained improvement and growth</p>				
Score = 0	1	2	3	4	5	6	7

In this illustration, the highlighted areas reflect the evidence of the principal’s performance. As noted by the highlighted text, there are examples of evidence in two different columns, Emerging and Developing. However, it is only in the Emerging column where there is an alignment, or evidence in all three professional frames. This alignment of evidence supports that the principal’s performance is fully rated at the Emerging level. In this particular example, facilitating a collaborative process among teachers on the consistent use of effective instruction and assessment

practices that positively impact student learning would represent the growth opportunity for this principal. Accomplishing this would establish an alignment of evidence at the Developing level.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

- Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the principal and district superintendent.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

- Once a score has been determined, specific feedback including an explanation and rationale are provided for the given score. Again, this would ideally occur within a collaborative, professional conversation.
- In the example illustrated above, a positive impact on student learning as a result of teacher collaboration on the consistent use of effective instruction and assessment is the specific area where growth is needed to move performance from the “Emerging” level to the “Developing” level.

Example

Mr. Peters received the following ratings on his baseline assessment:

- A score of “2 Emerging” on Quality Indicator 2.2: Provide an Effective Instructional Program
 - The evidence, as presented in the example in the Description section, indicates that Mr. Peters is knowledgeable about current instruction and assessment practices and that teachers collaboratively plan for their use. This occurs because Mr. Peters facilitates a review of instructional practices and their effectiveness with his staff, linking it to current levels of student

achievement. An appropriate growth opportunity for Mr. Peters might include a strategy for ensuring the consistent use of practices aligned to Missouri’s Learning Standards among all teachers in all content and at all levels.

- A score of “4 Developing” on Quality Indicator 3.2: Lead Personnel
 - The evidence indicates that Mr. Peters routinely and consistently conducts an effective evaluation process with appropriate supporting documentation. He also provides effective feedback to all personnel on performance. An appropriate growth for Mr. Peters might include linking change in teacher practice to feedback from the evaluation process.
- A score of “4 Developing” on Quality Indicator 2.3: Ensure Continuous Professional Learning
 - The evidence indicates that Mr. Peters has established a culture of ongoing, professional learning in his building supported by appropriate artifacts and documentation. There is evidence of teacher’s consistently engaging in and documenting professional learning related to their appropriate content and grade levels. An appropriate growth opportunity for Mr. Peters might include creating and establishing strategies for teachers to consistently apply new professional learning to improve the learning of students.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

The primary purpose of the Principal Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The [Educator Growth Plan](#) is the document used to articulate the various necessary components of this plan. In instances where very specific growth is required in a very specific timeframe, the [Educator Improvement Plan](#) is used to ensure that this growth occurs to the extent necessary and in a timely fashion.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities
3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes

Educator Growth Plan <small>(Based on The Data Team Process Model)</small>	
<input type="checkbox"/> Professional Growth Plan for _____	
Name	Date
Identify Indicator: _____	_____
Standard Number and Name	Quality Indicator Number and Name
Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)	
1. FOCUS <i>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</i>	2. GOAL <i>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</i>
3. STRATEGY <i>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.</i>	4. RESULTS <i>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</i>
Signature of Teacher	Signature of Evaluator
Baseline Score	Follow-Up Score
	Growth Score

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of research. Research sources are included in the “Research and Proven Practices” section of this document. There is [research](#) provided specific to instructional practices. These include the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided for each to align each body of research with teacher indicators. This research is located in the teacher evaluation section.

Another body of [research](#) included is the Balanced Leadership Research conducted by Tim Waters, Robert Marzano and Brian McNulty. This includes a crosswalk comparing twenty-one leadership responsibilities with Missouri’s Leader Standards and Quality Indicators.

Also provided is a document called the [Possible Sources of Evidence](#). There is a single page document provided for each standard. This document provides a list of “possible” sources of evidence that a principal might consider including as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the principal’s growth guides. In this way, principals and superintendents can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Example

Mr. Peters, in consultation with his superintendent and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section to determine which new skills and strategies would be most appropriate given the particular growth opportunities of his selected indicators. Mr. Peters considers the following information as he works to complete his Educator Growth Plan:

Possible Sources of Evidence

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment			
<ul style="list-style-type: none"> • Examples of Student, staff, and parent culture/climate surveys • Focus group interview questions • Descriptive feedback on culture • Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc. • Student, parent and staff handbooks 	<ul style="list-style-type: none"> • Classroom observations • Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.) • Newsletters • Internal/external communication structures (website, memos, social-media, etc.) • List of strategies and procedures related to professional growth plans 	<ul style="list-style-type: none"> • Structures in place to promote collegiality, collaboration, and cultural awareness • Culture and profile data • Research on effective practices (journals, articles, etc.) • Inventory of curricular materials • Assessment of diverse needs of students • Posted student work, behavioral norms/class procedures 	<ul style="list-style-type: none"> • Records/files of meetings and activities of the Professional Development Committee • Time management strategies and plan • Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts • Academic guidelines • Technology plan
Professional Practice			
<ul style="list-style-type: none"> • Ensures that policies and practices respect a culturally diverse environment. • Ensures that all teachers design effective and rigorous standards-based units of instruction. • Ensures that professional growth plans focus on learning for staff that is focused on improving student performance • Leads celebrations for student, classroom, and school-wide successes 	<ul style="list-style-type: none"> • Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction • Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners • Uses staff meetings as collaborative opportunities for teachers to share strategies and best-practices 	<ul style="list-style-type: none"> • Ensures that all teachers use a variety of formal and informal methods of assessments to measure student learning, growth and understanding • Works in collaboration with the Professional Development Committee to evaluate professional learning and its impact on student performance • Reads and shares research 	<ul style="list-style-type: none"> • Fosters on-going coaching and training that builds classroom proficiency • Provides time and opportunities for individual/team and whole staff professional learning • Promotes the use of effective and appropriate technology to support student learning • Uses peer observations to monitor collective implementation of instructional strategies
Professional Impact			
<ul style="list-style-type: none"> • Examples of professional learning impacting student learning • Documented changes and improvement of instructional practice 	<ul style="list-style-type: none"> • Classroom observation data/feedback • Data confirming technology use • Professional growth plans data 	<ul style="list-style-type: none"> • Survey data; focus group data • PDC Plan evaluation • Student Performance Impact data 	<ul style="list-style-type: none"> • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)

Possible Sources of Evidence of Practice -- DRAFT May 2013

- Quality Indicator 2.2: Provide an Effective Instructional Program
 - To support district implementation of the Missouri Learning Standards, Mr. Peters directs all staff to work on Quality Indicator 3.3 as one of the selected areas of focus for the year. This indicator focuses on instructional strategies related to curriculum implementation. Using the Research and Proven Practices section of the Educator Evaluation webpage, Mr. Peter observes that one of the strategies taken from the research of John Hattie would be beneficial for ensuring that all teachers implement effective instructional practices aligned to Missouri’s Learning Standards. This strategy is called Micro Teaching and has an effect size of .88. This strategy would direct his teachers to conduct mini-lessons and then discuss the impact of the lessons. It is suggested that this include video-taping. Mr. Peters determines he will establish a process for this to occur with his teachers. He also notes that in the Professional Impact section of the Possible Sources of Evidence for Standard 2 document, that an appropriate source of evidence would be “examples of professional learning impacting student learning”. Mr. Peters concludes that these taped lessons would be appropriate evidence.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for ensuring the use of effective instructional practices
 - GOAL – Mr. Peters determines how many Micor Teaching lessons he wants each teacher to do and by when
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie
 - RESULTS – (to be completed later in Step 5)

- Quality Indicator 3.2: Lead Personnel
 - Mr. Peter notes that one of the strategies taken from the Balanced Leadership Research is called Intellectual Stimulation. This leadership responsibility directs the principal to “systematically engage staff in discussions about current research and theory”. As this has been established as a district priority, Mr. Peters decides he will provide feedback to teachers specific to practices designed to further the implementation of the Missouri Learning Standards. Mr. Peters notes that in the Professional Practice section of the Possible Sources of Evidence for Standard 3 document, that an appropriate source of evidence would be documentation of “visits to classrooms and targeted, constructive feedback”.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for providing effective feedback to his teachers
 - GOAL – Mr. Peters determines how often he will provide feedback to each of his teachers.
 - STRATEGY – Mr. Peters describes how he will introduce the district priority of implementing the Missouri Learning Standards and how he will provide feedback to each of his teachers on their implementation of these standards

- RESULTS – (to be completed later in Step 5)
- Quality Indicator 2.3: Ensure Continuous Professional Learning
 - Mr. Peters considers how to create and establish opportunities for teachers to apply new professional learning they have encountered. He observes, his first selected indicator, Micro Teaching, can serve a multiple purpose if teachers were to demonstrate a mini lesson aligned to Missouri's Learning Standards and based on new professional learning and then discuss the impact of that lesson. Mr. Peters would then provide feedback as well. In this way, Mr. Peters is connecting all three of his selected indicators to one overall strategy. He again notes that the taped lessons and the feedback would be appropriate evidence for providing “examples of professional learning impacting student learning”.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for applying new professional learning to improve student learning
 - GOAL – Mr. Peters determines how new professional learning will be included in the Micro Teaching lessons each teacher is going to do
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie and will include new professional learning. Teachers will receive feedback on the impact of the lesson.
 - RESULTS – (to be completed later in Step 5)

Mr. Peters can further support these opportunities for growth with appropriate articles and research. His building-level Professional Development Committee (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in his building and district in assisting teachers with practicing teaching strategies that result in the implementation of the Missouri Learning Standards. Mr. Peters can also receive assistance on how to effectively deliver meaningful feedback.

Step 4: Regularly assess progress and provide feedback

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the extent of progress made on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place. More importantly, it ensures that new skills and strategies are applied and practiced and the growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment and discussion should occur between the principal and superintendent
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but can be helpful to accurately determine progress

The use of [feedback forms](#) included as a part of the state model allows for documentation of feedback and progress. There are two different forms available for use in providing and documenting discussions and feedback between the superintendent and principal.

Principal General Feedback Form (This form is used in conjunction with the Comprehensive School Improvement Plan (CSIP) and the administrator's Professional Development Plan. One form might be used for each indicator selected.)

Administrator _____ Title _____

School _____ School Year: _____

Evaluator _____ Title _____

Refer to Missouri's Educator Evaluation System for Leader Growth Guides, Standards and Quality Indicators. The purpose of the Principal Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance.

Vision, Mission and Goals <input type="checkbox"/> 1.1 Establish the Vision, Mission and Goals <input type="checkbox"/> 1.2 Implement the Vision, Mission and Goals Teaching and Learning <input type="checkbox"/> 2.1 Promote Positive School Culture <input type="checkbox"/> 2.2 Provide an Effective Instructional Program <input type="checkbox"/> 2.3 Ensure Continuous Professional Learning Management of the Organizational Systems <input type="checkbox"/> 3.1 Manage the Organizational Structure <input type="checkbox"/> 3.2 Lead Personnel <input type="checkbox"/> 3.3 Manage Resources	Collaboration with Families and Stakeholders <input type="checkbox"/> 4.1 Collaborate with Families and Other Community Members <input type="checkbox"/> 4.2 Respond to Community Interests and Needs <input type="checkbox"/> 4.3 Mobilize Community Resources Ethics and Integrity <input type="checkbox"/> 5.1 Personal and Professional Responsibility Professional Development <input type="checkbox"/> 6.1 Increase Knowledge and Skills based on Best Practices
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To be completed by the administrator:

	Indicators of Success/Evidence of Effectiveness	Target Date	Date Achieved
CSIP Goal:			
Strategies:			
Narrative (self-evaluation): Provide evidence with examples drawn from CSIP strategies, objectives or goals.			

To be completed by supervisor:

Narrative	Rating <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
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* A rating below "Proficient" must be explained in the narrative and preceded by efforts to improve as identified in the Professional Improvement Plan. Signatures indicate the document has been reviewed and discussed.

Administrator's Signature/ Date _____

Supervisor's Signature / Date _____

Principal Indicator Feedback Form

Refer to Missouri's Educator Evaluation System for Leader Growth Guides, Standards and Quality Indicators.

Vision, Mission and Goals <input type="checkbox"/> 1.1 Establish the Vision, Mission and Goals <input type="checkbox"/> 1.2 Implement the Vision, Mission and Goals Teaching and Learning <input type="checkbox"/> 2.1 Promote Positive School Culture <input type="checkbox"/> 2.2 Provide an Effective Instructional Program <input type="checkbox"/> 2.3 Ensure Continuous Professional Learning Management of the Organizational Systems <input type="checkbox"/> 3.1 Manage the Organizational Structure <input type="checkbox"/> 3.2 Lead Personnel <input type="checkbox"/> 3.3 Manage Resources	Collaboration with Families and Stakeholders <input type="checkbox"/> 4.1 Collaborate with Families and Other Community Members <input type="checkbox"/> 4.2 Respond to Community Interests and Needs <input type="checkbox"/> 4.3 Mobilize Community Resources Ethics and Integrity <input type="checkbox"/> 5.1 Personal and Professional Responsibility Professional Development <input type="checkbox"/> 6.1 Increase Knowledge and Skills based on Best Practices
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Indicator	Goals	Key Activities and Strategies	Outcomes (Measurement)	Time Line for Measuring Goal & Completion or Outcomes	Overall Rating
#1					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
#2					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished
#3					<input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

Principal's Signature/Date _____
 Signatures indicate the document has been reviewed and discussed.

Supervisor's Signature/Date _____

The Principal General Feedback Form (shown on left) provides documentation that articulates the alignment of selected indicators to the district and/or building improvement plans. This single page form can be used to show how all three selected indicators support the district priorities. In the example of Mr. Peters, this form might be used to document implementation of Missouri's Learning Standards in his building.

The Principal Indicator Feedback Form (shown on right) provides documentation offered on each particular indicator. This one page document summarizes the information from the Educator Growth Plan for all three selected indicators. It might easily serve as a document the principal and superintendent review frequently as a part of regular leadership meetings. In the example of Mr. Peters, this form might be used to show the relationship between his three selected indicators.

Example

As a part of the planning phase, Mr. Peters uses the Principal Evaluation Form to document his strategies for ensuring that his building, in keeping with the one of the district's priorities for the year, is working towards implementation of the Missouri Learning Standards through the indicators he is focusing on. This form articulates his role in ensuring this implementation process is underway.

Mr. Peters also uses the Principal Evaluation Summary Form when he meets regularly with his superintendent. He uses the form to note the progress he is making on providing effective feedback. The form also assists in providing a summary to the superintendent on how well his teachers are doing in their collective work on Quality Indicator 3.3. This indicator focuses on instructional strategies related to curriculum implementation. In his discussions with his superintendent, he emphasizes the interconnectedness of his selected indicators to the selected indicators of his teachers and how these all contribute to the implementation of the Missouri Learning Standards.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the principal's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the leadership skills of the principal and includes data and information like licensing, credentialing, building improvement plans, building handbooks, and other building-level regulations and protocols. Evidence in the practice frames focuses on observable behaviors, or the quality of leadership that the principal demonstrates. Evidence in the impact frames focuses on outcomes or evidence of what teachers and students in the building are doing as a result of the principal's leadership practices.

The follow-up score is determined as follows:

- Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the principal and his/her superintendent.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

- Once the follow-up score has been determined, specific feedback is provided that includes an explanation and rationale for the score that was given.

The purpose of a follow-up rating is to determine the extent to which the plan articulated on the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the RESULTS box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well. Keep in mind, the Theory of Action for Missouri’s Model Educator Evaluation System is that growth in practice creates growth in student learning. The RESULTS box of the Educator Growth Plan provides documentation that a change in adult practice has occurred. It follows then that some aspect of student learning has likely improved as well.

Example

Mr. Peters’ follow-up ratings included:

- A follow-up score of “4 Developing” on Quality Indicator 2.2: Provide an Effective Instructional Program

- Mr. Peters staff consistently makes use of the Micro Teaching strategy from the research of John Hattie. Using this strategy, Mr. Peters has evidence that teachers are more consistently using effective instruction and assessment practices. The use of these practices enhances implementation of the Missouri Learning Standards.
- In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for ensuring the use of effective instructional practices
 - GOAL – Mr. Peters determines how many Micro Teaching lessons he wants each teacher to do and by when
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie
 - RESULTS – Mr. Peters describes the specific improvements that resulted in teacher practice by using the Micro Teaching strategy. In particular, he provides evidence from the taped lessons of teachers of improved implementation of the Missouri Learning Standards
 - Baseline Score – 2
 - Follow-up Score – 4
 - Growth Score – 2
- A follow-up score of “5 Proficient” on Quality Indicator 3.2: Lead Personnel
 - Based on feedback received from both the superintendent and his teachers on his ability to provide meaningful feedback, Mr. Peters now has evidence that he has improved this leadership skill. Mr. Peters has evidence of his visits to classrooms and the feedback he provided. He can demonstrate how this led to changes and improvements in teachers’ instructional practices. Specifically, teachers improved in practices aligned to the implementation of the Missouri Learning Standards.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for providing effective feedback to his teachers
 - GOAL – Mr. Peters determines how often he will provide feedback to each of his teachers.
 - STRATEGY – Mr. Peters describes how he will introduce the district priority of implementing the Missouri Learning Standards and how he will provide feedback to each of his teachers on their implementation of these standards
 - RESULTS – Mr. Peters describes what, when and how he provided feedback to teachers and the changes in practice that resulted because of that feedback.
 - Baseline Score – 4
 - Follow-up Score – 5
 - Growth Score – 1

- A follow-up score of “6 Proficient” on Quality Indicator 2.3: Ensure Continuous Professional Learning
 - The teachers in Mr. Peters’ building have consistently engaged in the Micro Teaching strategy. Video tapes of lessons provide evidence that teachers have gained new professional learning and have applied it in their teaching strategies. They have received feedback from Mr. Peters as well as colleagues on their application of new learning and its impact on student learning.
 - In the Educator Growth Plan, Mr. Peters documents the following:
 - FOCUS – Mr. Peters describes the focus for applying new professional learning to improve student learning
 - GOAL – Mr. Peters determines how new professional learning will be included in the Micro Teaching lessons each teacher is going to do
 - STRATEGY – Mr. Peters describes how the Micro Teaching lessons are to occur based on the research presented by John Hattie and will include new professional learning. Teachers will receive feedback on the impact of the lesson.
 - RESULTS – Mr. Peters notes the changes in practice that were captured on video using the Micro Teaching strategy. He specifically notes the impact these changes had on student learning.
 - Baseline Score – 4
 - Follow-up Score – 6
 - Growth Score – 2

Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the improvement of teacher and principal practice as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the educator’s effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the principal’s performance observed or gathered throughout the year. This information is captured on feedback forms and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete the [Summative Evaluation Form](#).

Principal Evaluation Summative Report

Academic Year _____ -- _____

Principal: _____

Probationary Principal: _____ Permanent Principal: _____ School: _____

Standard 1: Vision, Mission and Goals	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> School has a vision, mission and goals that aligns to district priorities <input type="checkbox"/> Principal communicates and motivates others to achieve the vision, mission and goals <input type="checkbox"/> Staff, students and families are motivated to achieve the vision, mission and goals Standard 1 Comments:			
Standard 2: Teaching and Learning	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Building procedures highlight effective practices, positive relationships and safety. <input type="checkbox"/> Principal promotes student achievement through effective practices and ongoing learning <input type="checkbox"/> Staff and Students experience high levels of learning Standard 2 Comments:			
Standard 3: Management of the Organizational Systems	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Structures, procedures, resources and documentation support the managing of the school <input type="checkbox"/> Principal demonstrates skills consistent with a well-managed school <input type="checkbox"/> Effective management of the learning environment supports student learning Standard 3 Comments:			
Standard 4: Collaboration with Families and Stakeholders	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Identifies and plans for the use of community resources to support learning <input type="checkbox"/> Principal is visible and actively involved in building community relationships and support <input type="checkbox"/> Family and community members are engaged in a positive relationship with the school Standard 4 Comments:			
Standard 5: Ethics and Integrity	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> School records and procedures are maintained in an ethical manner <input type="checkbox"/> Principal demonstrates respectful and ethical behavior <input type="checkbox"/> Teachers and staff demonstrate respectful and ethical behavior Standard 5 Comments:			
Standard 6: Professional Development	**Area of Concern	*Growth Opportunity	Meets Expectation
<input type="checkbox"/> Maintains appropriate documentation of ongoing professional learning <input type="checkbox"/> Principal reviews and researches appropriate knowledge, skills and best practices <input type="checkbox"/> Application of professional learning impacts teachers, staff and students Standard 6 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
 **An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Indicator and Rationale	Growth Opportunities		Results (Outcome of implemented strategies)	Follow-Up Assessment
	Baseline Assessment	Goal (Target related to selected indicator)		
#1	Emerging (0-2)			Emerging (0-2)
	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
	Developing (3-4)			Developing (3-4)
	<input type="checkbox"/> 3 <input type="checkbox"/> 4			<input type="checkbox"/> 3 <input type="checkbox"/> 4
	Proficient (5-6)			Proficient (5-6)
#2	<input type="checkbox"/> 5 <input type="checkbox"/> 6			<input type="checkbox"/> 5 <input type="checkbox"/> 6
	Distinguished (7)			Distinguished (7)
	<input type="checkbox"/> 7			<input type="checkbox"/> 7
	Emerging (0-2)			Emerging (0-2)
	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
#3	Developing (3-4)			Developing (3-4)
	<input type="checkbox"/> 3 <input type="checkbox"/> 4			<input type="checkbox"/> 3 <input type="checkbox"/> 4
	Proficient (5-6)			Proficient (5-6)
	<input type="checkbox"/> 5 <input type="checkbox"/> 6			<input type="checkbox"/> 5 <input type="checkbox"/> 6
	Distinguished (7)			Distinguished (7)
<input type="checkbox"/> 7			<input type="checkbox"/> 7	

The first 1st page of the summative evaluation form provides an overview of the effectiveness of the principal looking across all six of the leader standards. The 2nd page provides an overview of the specific indicators the principal has worked on throughout the year.

- Assessing the principal’s performance across all 6 leader standards
 - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact. They are listed as a type of checklist supporting each of the 6 standards. For each standard, three options are provided:
 - Area of Concern – checking this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required and could impact future employment
 - Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year’s Educator Growth Plan
 - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expectation of the superintendent/district at the present time

- Note: the comment box provided below each standard provides the opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.
- Assessing the principal's performance on selected indicators
 - This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators. Summative information is provided in the following areas:
 - Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the principal
 - Baseline Assessment – indicate the initial rating achieved for each selected indicator
 - Goal – summarize the goal that was created to address the growth opportunity
 - Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
 - Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator
 - Note: This information matches the information that is documented on the Educator Growth Plan

The final page of the Summative Evaluation Form provides an overall rating for the principal. This section is completed as follows:

1. Years in Position – determine the number of years the principal has been in the current evaluated position (Note: the purpose for “in position” is to allow for reassignment to other grade levels/positions without adversely affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:

MISSOURI EDUCATOR EVALUATION SYSTEM

Overall Principal Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

_____ is rated as _____ for the _____ - _____ school year.
Teacher's Name Effectiveness Rating

Overall Comments:

- Recommend for Re-Employment**
- Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
 - Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.
- Do Not Recommend for Re-Employment**

Principal's Signature Date Evaluator's Signature Date

- a. Ineffective Rating
 - i. Multiple areas of concern across the 6 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
- b. Minimally Effective Rating
 - i. 1 area of concern across the 6 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
- c. Effective Rating
 - i. No areas of concern across the 6 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
- d. Highly Effective Rating
 - i. No areas of concern across the 6 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
- e. Complete the comments section and the recommendation for employment

Example

Mr. Peters' superintendent completed his summative evaluation form with the following information:

Assessing Mr. Peters' performance across all 6 teaching standards

- | | |
|---|--------------------|
| • Standard 1: Vision, Mission and Goals | Meets Expectation |
| • Standard 2: Teaching and Learning | Growth Opportunity |
| • Standard 3: Management of the Organizational Systems | Meets Expectation |
| • Standard 4: Collaboration with Families and Stakeholder | Meets Expectation |
| • Standard 5: Ethics and Intergrity | Meets Expectation |
| • Standard 6: Professional Development | Growth Opportunity |

Mr. Peters had no areas of concern. He had two areas, Teaching and Learning and Professional Development, that were marked by his superintendent as growth opportunities. His selected indicators next year could possibly come from these two standards. In the comments section under Standard 3 Management of the Organizational Systems, his superintendent particularly noted that he felt Mr. Peters was particularly strong in his management skills and ability to work well with his teachers and staff.

Assessing Mr. Peters' performance on selected indicators

Mr. Peters' follow-up ratings on his identified indicators show evidence of his efforts to implement the Missouri Learning Standards and, in particular, showed he had assisted his teachers in improving their professional practice. His growth on each selected indicator is as follows:

- Emerging (2) to Developing (4) on Quality Indicator 2.2: Provide an Effective Instructional Program
- Developing (4) to Proficient (5) on Quality Indicator 3.2: Lead Personnel
- Developing (4) to Proficient (6) on Quality Indicator 2.3: Ensure Continuous Professional Learning.

His average rating based on his follow-up assessments is a 5 (15 total / 3 indicators = 5). This average follow-up assessment score provides a general summary on the growth Mr. Peters achieved in his three growth opportunities.

Mr. Peters is in his fifth year of leading an elementary school. Since he has been in his current evaluated position for five years, the second row of the Overall Principal Rating chart is used. Mr. Peters had no areas of concern AND his average rating fell in the 4-5 range.

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Overall Principal Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mr. Peters would receive the following overall rating:

Mr. Peters is rated as Effective for the 2012 - 2013 school year.
Principal's Name *Effectiveness Rating*

Recommend for Re-Employment

Do Not Recommend for Re-Employment

Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.

Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a principal's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted teacher practice and student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the superintendent and perhaps teachers and staff and/or colleagues, select indicators for next year (applies to returning principals).
4. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mr. Peters continues to monitor the learning of the students in his building. He particularly reflects on how effective instruction and assessment, developed and practiced through the Micro Teaching strategy and the focus of his feedback have contributed to students' improved performance. In consultation with his superintendent, he begins to plan which particular indicators would be most appropriate for him to focus on next year. In particular, based on his Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Teaching and Learning and Standard 6: Professional Development. Their professional conversation includes consideration of working on some of the same indicators next year. Mr. Peters will use his summer months to continue his learning in ways that will improve his performance on the indicators he will work on next year.

Timeline for completion of the Principal Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Regularly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	<p>Conduct observations on performances in the identified indicators.</p> <p>Provide targeted feedback on areas of strength and opportunities for growth.</p> <p>Note: observations may be conducted by coaches, peers, teacher team members as well as superintendents and assistant superintendents.</p>	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15 th of March.	<p>Continue to monitor student growth and reflect on the impact of improved effective practice.</p> <p>Reflect on progress of growth opportunities.</p> <p>Indicators for next year may be selected based on local student data and the results of the evaluation process.</p>
Timeline Returning Principal	April –Summer	August – October	November – February		Early Spring		April – May – Summer
Timeline 1st Year Principal	Summer - Aug	September - October	November – February		Early Spring		April – May - Summer