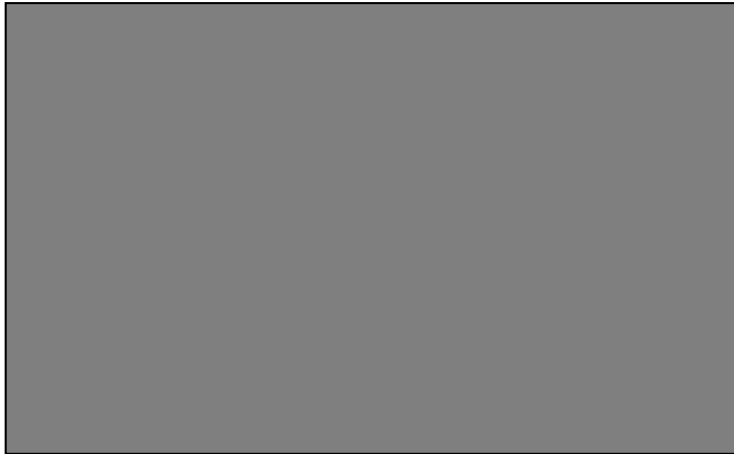
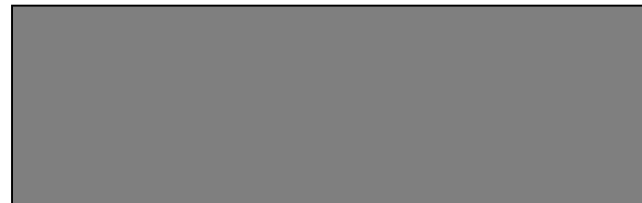
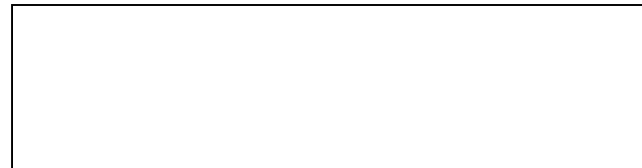


Ohio Principal Evaluation System



Training Workbook



In this workbook you will find all of the information needed to successfully implement the Ohio Principal Evaluation System (OPES). This workbook is divided into three sections:

1. An explanation of the OPES model;
2. The resources you will need to understand and implement the OPES model; and
3. The documents you will need for each day of the OPES training.

It is our goal for participants to have a thorough understanding of both the OPEs model (including principal performance on the standards and how to incorporate student growth measures) and how to collect and categorize evidence using the Principal Performance Evaluation Rubric. This training will explain the framework and the model. A majority of the time training will be spent on helping evaluators of principals understand, practice, and implement the OPES model.

We encourage you to use this *Ohio Principal Evaluation System (OPES) Training Workbook* in order to enhance your training experience in the OPES evaluation process.

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Section 1

Explanation of the OPES Model

Preface

Over the past decade, Ohio has made important education policy advances, with a focus on standards and accountability, which together have moved Ohio's kindergarten through 12th grade system forward in several important ways.

Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

The Ohio Standards for Principals:

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

In 2007, through a grant with the Wallace Foundation, the Ohio Department of Education convened a group of educational stakeholders from across the state to design a model principal evaluation system aligned to Ohio's Standards for Principals. This evaluation system was piloted in 2007-2008, and in fall 2008 twenty districts representing 140 schools committed to adopting the model evaluation system or developing an aligned model. The districts underwent a year-long training and credentialing process. In May 2009, the State Board of Education adopted the Ohio Guidelines and the Principal Evaluation Model Framework. This revised edition of the Ohio Principal Evaluation System includes a scoring rubric (with levels of accomplished, proficient, developing, and ineffective) that evaluators can use to make summative evaluations of principal effectiveness.

The Principles of the Evaluation System

The Ohio Principal Evaluation System is designed to be used to assess the performance of Ohio principals. It is not a prescription but instead a resource model made available to districts to use as they find appropriate. It is designed to be used in whole or part, in current or adapted form. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of school leaders and in strengthening the professional growth of these school leaders.

What OPES Is Based On:

The system is a research-based model for the evaluation of school principals which is aligned with:

- The Ohio Standards for Principals and ISLLC
- National and state legislation
- Current evidence and new findings on effective leadership
- Research linking leadership to student achievement and learning

How OPES is Designed:

The system is designed to be:

- Fair and equitable
- Understandable and easy to use for both principals and their evaluators
- Adaptable to local conditions and needs (allows for tailoring work and targets of performance to the wide variety of contexts throughout the state—in terms of type of school, job assignment, career stage, type of community, and so forth)
- Formative (developmental) and summative (evaluative)

What Purposes OPES Serves:

The system is created to ensure:

- Professional growth focused on enhancing the knowledge and skills of principals through:
 - ✓ Self-assessment and goal setting against the Ohio Standards for Principals;
 - ✓ Collaborative work and ongoing dialogue with their evaluator;
 - ✓ Taking coursework or attending workshops; and
 - ✓ Action research focused on best-practice solutions.
- Continuous improvement focused on the principal's commitment to improve his/her practice over time so as to continually impact higher levels of student performance through:
 - ✓ Incorporating new learning into practice;
 - ✓ Using professional literature, professional dialogue, and collaboration with colleagues to support leadership development; and
 - ✓ Regularly reflecting on practice, identifying areas of strength and weakness, and implementing targeted strategies for continued development
- Quality assurance focused on the collection of evidence to document performance. Evaluators use the evidence to inform decisions such as:
 - ✓ Recognizing and rewarding effective practice;
 - ✓ Recommending actions for improvement;
 - ✓ Making compensation decisions; and
 - ✓ Recommending continued employment or dismissal.

Structure of the Evaluation System

The Ohio Principal Evaluation System (OPES) was collaboratively developed by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio’s administrator associations. It was designed to be research based, transparent, fair, and adaptable to the specific contexts of Ohio’s districts (rural, urban, suburban, large, and small).

The evaluation system builds on what we know about the importance of ongoing assessment and is comprised of four components as listed below. **It is recommended that there be consistency in the use of the components employed across all principals in the district.**

The entire system is appropriate for use for school principals. When using the evaluation design for assistant, associate, and vice principals, however, modifications may need to be made. Concretely, in those cases where assistant principals have a specialized area of responsibility (e.g., student discipline, curriculum) rather than the broader set of assignments associated with the principal, districts will need to use only part of the system. Specifically, the first component of the evaluation system presented below—the goal development process—may be the only part of the system appropriate for many assistant principals.

THE OHIO PRINCIPAL EVALUATION SYSTEM: SYSTEM COMPONENTS

As noted, the Ohio Principal Evaluation System is designed to highlight both the behaviors that principals perform and the effectiveness of those behaviors in terms of school outcomes. This system is built on a framework of collaboration between the evaluator and the principal regarding the appropriateness of leadership styles, the establishment of a framework for collaboration, and a co-ownership of data. The evaluation system is comprised of four broad components:

THE OPES Model Includes:

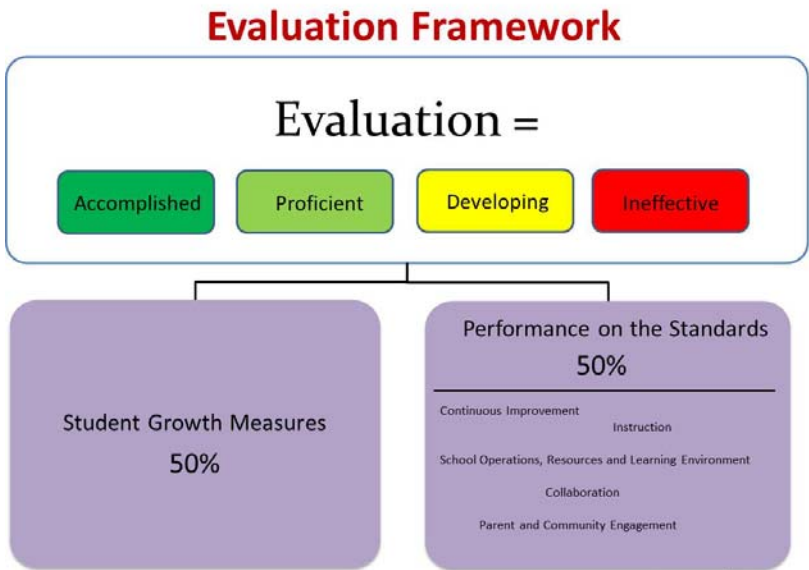
- Principal Performance on the Standards
 - Professional Growth Plan including Goal-Setting
 - Formative Assessment of Principal Performance based on the *Ohio Standards for Principals*
- Student Growth Measures

The Resource Packet contains sample forms for each component. Please note these are samples and can be modified for district use. The forms may be used that are applicable to job responsibilities.

Weighting in the Evaluation System

Weighting of Standards

Some standards-based evaluation systems include weighting of specific standards (e.g., some standards carry greater importance). The Ohio Principal Evaluation System does not include a weighting factor for standards as it is believed that all of the five standards described in the *Ohio Standards for Principals* are critical to determining principal effectiveness. All standards are evaluated through the self-assessment, observation and goal-setting processes, through the formative assessment, and summative evaluation tools.



Definition of Principal Effectiveness

After examining extensive research, the following definition of principal effectiveness was developed by educational practitioners in Ohio and is reinforced by the *Ohio Standards for Principals*. Clearly the research supports the direct connection between effective principals and high student achievement. **Inherent in Ohio's definition of principal effectiveness is the expectation that all students will demonstrate a minimum of one year of growth based on standard and reliable measures.**

Effective principals:

- Help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals;
- Support the implementation of high-quality standards based instruction that results in high levels of achievement for all students;
- Allocate resources and manage school operations in order to ensure a safe and productive learning environment;
- Establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students; and
- Engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Roles and Responsibilities

Because of the collaborative nature of the assessment (e.g., promoting ongoing communication between the principal and their evaluator) there are expectations for both entities. Expectations as listed below help to support an evaluation system that is both transparent and fair, and includes shared responsibilities for both formative as well as the summative assessment.

Expectations for Principals:

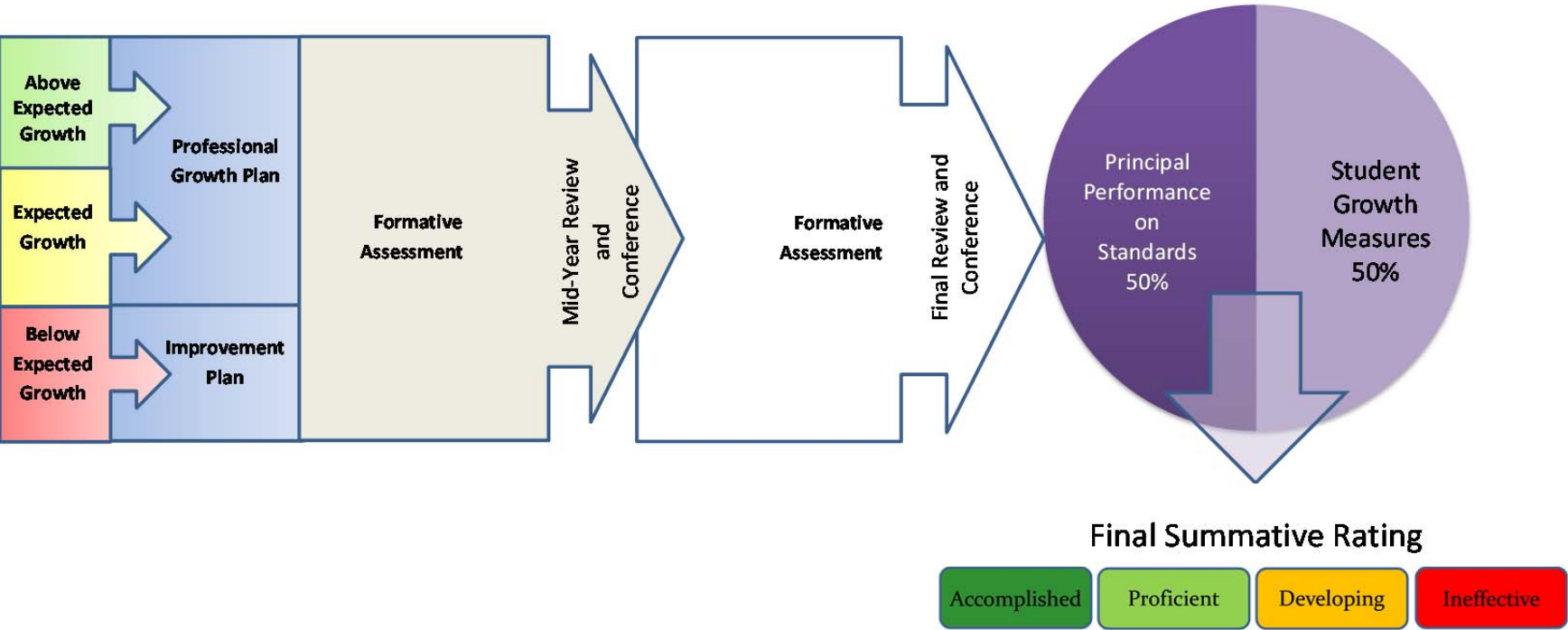
- A planning conferences with the evaluator to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period.
- Collection and sharing of data related to the accomplishment of goals and objectives.
- A final conference with the evaluator to review and reflect on progress, achievements and continued development, desires or needs based on outcomes of the performance period.

Expectations for the Evaluator:

- A conference with the principal to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period.
- Provision of appropriate and timely feedback, resources and guidance to assist the principal in achieving goals and objectives.
- Formal observations of the principal as he/she performs assigned duties during the evaluation year. This could be structured as a walk through with the principal in his or her building. Other ideas for observations include: staff meetings, professional development meetings, and an evaluation conference with a teacher or staff member, or analysis of student work samples. All observations should include a pre and post conference.
- Post-observation conferences should be followed with a written report to the principal describing areas of reinforcement and opportunities for refinement.
- A summative evaluation at the end of each year to be conducted prior to recommendation for contract.

Principal Performance

Principal performance is determined by using a rating rubric (**Principal Performance Rating Rubric**- see Appendix A) consisting of indicators based on the elements and standards from the *Ohio Standards for Principals*. The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (professional growth/ goal-setting, formative assessments, observations, communication and professionalism, conferences) to determine a principal performance rating.



Principal Student Growth Measures

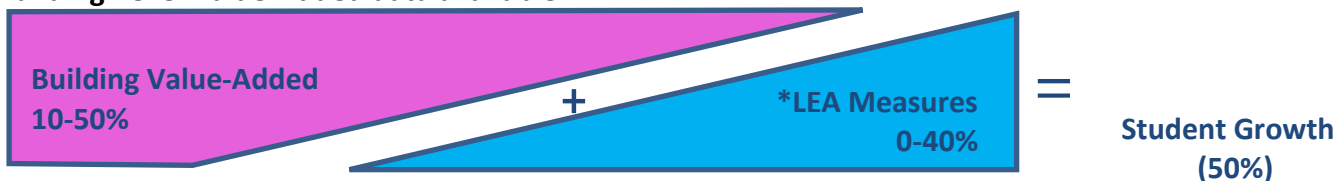
Student growth measures shall account for fifty percent (50%) of the principal evaluation. For the purpose of use in the OPES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In the OPES model, direct and indirect student growth measures are used.

Ohio's new system for evaluating principals will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of principal performance and a rating of student academic growth.

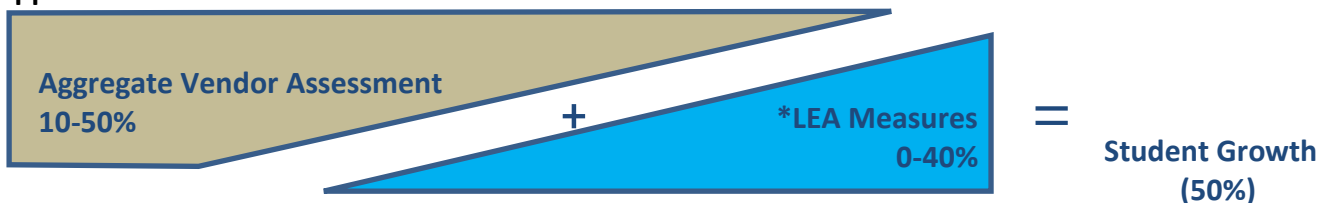
Three categories of principals based on the availability of Value-Added data and LEA decisions

It is important to consider multiple measures of growth. Therefore, ODE recommends that LEAs consider a combination of measures from the following categories:

A: Building -level Value-Added data available



B: Approved Vendor Assessment data available



C: No Building-level Value-Added or Approved Vendor Assessment data available



Three types of student growth measures

The following table describes the three types of student growth measures including certain legislative requirements and LEA options.

1	Building-Level Value-Added	<ul style="list-style-type: none"> MUST use if available; <ul style="list-style-type: none"> 10-50% if applicable Building-level Value-Added report from state accountability system (Local Report Card) EVAAS Value-Added metric, aggregated across subject areas <ul style="list-style-type: none"> One-year, building-level Value-Added scores as published on the Local Report Card, or three-year averages as reported in EVASS reporting system A multi-year, building-level, principal-based composite report is in development.
2	Composite of Vendor Assessments	<ul style="list-style-type: none"> MUST use if LEA has assessment in place <ul style="list-style-type: none"> 10-50% if applicable and no Value-Added data available Aggregate of relevant vendor assessment scores From ODE-Approved List <ul style="list-style-type: none"> Vendors demonstrate how assessment can measure growth
3	LEA-Determined Measures	<ul style="list-style-type: none"> MAY use: LEA decision (Principal Categories A & B) <ul style="list-style-type: none"> 0-40% if used in combination with Type One or Two measures MUST use (Principal Category C) <ul style="list-style-type: none"> 50% if no Type One or Two data available Three types of LEA-Determined Measures <ul style="list-style-type: none"> *An aggregate of all teachers' student growth scores in the building Building Based Student Learning Objectives (SLOs) process for using measures that are specific to relevant building goals and priorities and aligned with Ohio Improvement Process where applicable. Measures for SLOs must be district-approved and must include student academic growth. Other district-approved measures may include <ul style="list-style-type: none"> Student achievement trends Locally or regionally used subject-specific test results Progress on school improvement plans Student course taking patterns, e.g. More students taking advanced courses, PSEO, etc. Shared attribution. Measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> District Value-Added is recommended if available District-based SLOs

***Consideration:** If a building administrator is using a growth measure based on average of all teachers growth scores, the administrator cannot be the sole approver or scorer of teacher SLOs.

Important terms and definitions

Student growth. For the purpose of use in evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time* (excerpted from *Measuring Student Growth for Teachers in Non–Tested Grades and Subjects: A Primer*).

Value-Added. In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term “value-added,” which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability System for several years. Ohio’s Race to the Top (RttT) plan provides for the expansion of Value-Added to the teacher level. Value-Added calculations currently utilize data from the Ohio Achievement Assessments (OAA). As the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become operational and replace the current assessment system, they will be integrated into the Value-Added calculations. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

Vendor Assessment. HB 153 requires ODE to develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE released a Request for Qualifications (RFQ) so interested vendors could demonstrate that their assessments qualified for use in Ohio schools. The list of approved assessments will be maintained and updated by ODE.

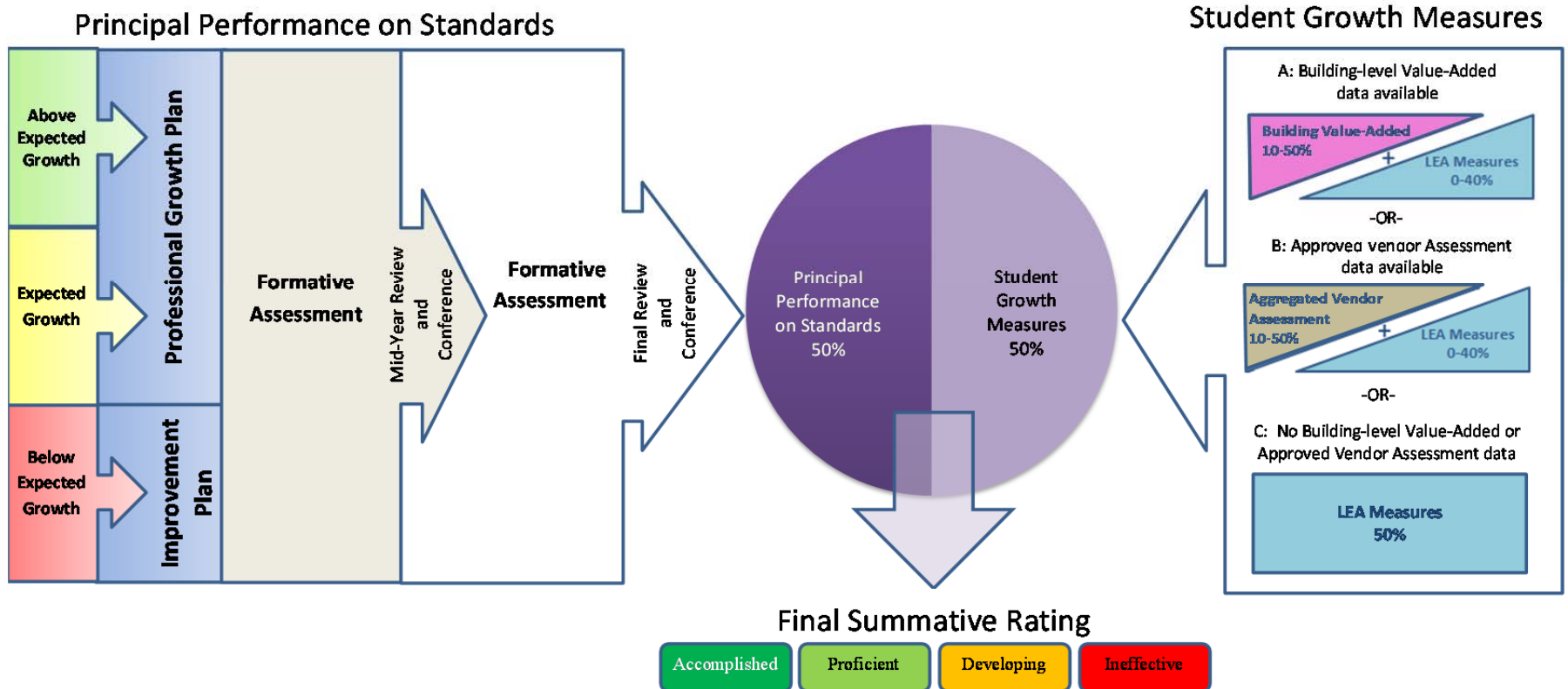
Building-Level Student Learning Objectives (SLOs). SLOs are goals identified by a principal or group of principals that identify expected learning outcomes or growth targets for students in their buildings over a period of time. SLOs are determined by principals after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a principal’s impact on student learning within a given interval of time. Further, they enable principals to use their own knowledge of appropriate student progress to make meaningful decisions about how their students’ learning is measured. As a collaborative process, SLOs also support principal teams in their use of best practices.

Shared Attribution Measures. Shared attribution measures are student growth measures that can be attributed to a group. This could include a district or groups of buildings. These measures encourage collaborative goals and may be used as data in the student growth component.

Multiple measures. The principal evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within principal performance and student growth, within and across years.

Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates student test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. For example and analogous to Value-Added on the Local Report Card, a 5th -grade teacher may have a Value-Added rating for 5th-grade mathematics, a separate rating for 5th-grade reading, and an overall composite rating. Third, the Value-Added metric eventually will roll into a three-year average so that multiple years of multiple measures are represented.

Principal performance and student growth measures are combined in a summative principal performance rating:



Each category's sub-scores are combined on the lookup table to determine rating. The vertical axis of the lookup table represents student growth measures, and the horizontal axis on the table represents principal performance. By using the lookup table, a final summative rating will be determined. See Appendix C (under development, to be added at a later date) for further information.

		Principal Performance			
		4	3	2	1
Student Growth	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

Professional Growth Plan including Goal-Setting

The primary goal of evaluation is to foster the growth and development of the professional educator over time. Evaluation is intended to promote excellent professional practices that enhance student learning and achievement. This dimension of the OPES system requires the principal and evaluator to establish specific goals for the evaluation cycle.

Based on data collected through the Self-Assessment and student growth, the principal and his/her evaluator meet to develop and agree upon two focused goals; one focused on increased student achievement and growth, and the second focused on increased skills and knowledge on the performance standards. Stakeholder feedback in the form of perception data should be discussed by the principal and evaluator when establishing goals.

As part of the professional growth plan and goal-setting process, specific targets that represent successful performance need to be established as well as the evidence indicators that will be used to determine if the goals are being met. Goals developed need to be specific, measurable and relevant. Action steps and strategies need to be clearly delineated. Critical to this process is that the principal and evaluator agree upon what information will be used to inform the summative evaluation, and what level of performance will be deemed effective.

Improvement Plan

The purpose of the Improvement Plan is to help principals focus on area(s) in which they need intensive support to improve their practice. An improvement plan is developed when the principal's performance in one or more areas is scored as ineffective or the overall performance is scored as ineffective. The evaluator and principal are required to meet to develop a plan for improvement. The development of the improvement plan may take more than one meeting and sufficient time needs to be provided to ensure that the plan is comprehensive and well detailed.

Improvement Plan must include the following:

- Identification of specific deficiencies and recommended area(s) of growth;
- Measurable goals for improving the deficiencies to acceptable levels;
- Specific professional development or strategies to accomplish the goals;
- Specific resources necessary to implement the plan, including but not limited to, opportunities for the principal to work with highly effective principals or central office staff;
- A timeline for the plan, including intermediate checkpoints to determine progress and provide feedback and coaching; and
- Procedures for determining acceptable improvement.

Principals are accountable for the implementation and completion of the plan and should talk with their evaluator if modifications to the plan are needed. Upon completion of the plan, the principal and their evaluator shall sign the improvement form, documenting completion of the plan.

Assessment of Principal Performance

The process of formative assessment is to improve performance and effectiveness and is professional, supportive, collegial, and developmental in nature. It is fundamental to the OPES model because it focuses on building and enhancing the school leaders' professional practice, knowledge, and skills throughout their careers. Continuous improvement enables principals to increase their capacity over time, and impact higher levels of student performance in their schools. Inherent in the process is a relationship between the evaluator and principal that is trustful and based on objective knowledge and evidence of the principal's performance. Improved practice is the result of effective coaching, practice, and feedback.

Formative assessments should:

- Establish reflection on practice
- Focus on the principal's professional growth
- Be objective and evidenced-based
- Be responsive to a principal's developmental needs
- Be interactive and collaborative
- Involve a variety of measures
- Be based on *Ohio Standards for Principals*
- Guide the work of the evaluator

Planning Conferences

Fundamental to the formative assessment process is the relationship between evaluator and principal. In order to help the principal grow and develop, the evaluator must know and understand the performance of the principal in the building. This includes objective evidence that can be collected during the year as the principal performs his/her duties.

A series of regularly scheduled meetings will enable the evaluator to:

- Schedule observations (schedule and attend special events at the building),
- Check progress on goals and evidence of work on goals, and
- Provide support and feedback throughout the year.

During the planning stage, the principal may suggest to the evaluator several opportunities for observations that might be informative and helpful to the evaluator. These might be organized by:

- Timeline (e.g., by semester; or beginning, mid, and end-of-year)
- Goal area (e.g., implementation of new instructional practice, professional development meeting on analysis of data)

Observation and Examination of Evidence

During the formative assessment process, information derived from direct observation of the principal at the building may provide multi-dimensional evidence of principal performance. The evaluator will be able to observe the principal in action, and see portions of his/her leadership that impact teaching and learning.

Observation may enable the evaluator to see evidence of the principal's instructional leadership, decision-making skills, interpersonal skills, professionalism, collaboration and shared leadership, promotion of high quality instruction, high expectations for student learning, school climate and environment, and school-community relations.

Feedback

The process of formative assessment through coaching begins with building a trusting relationship between the evaluator/coach and the principal. They must establish a shared understanding of the purpose of coaching; confirm confidentiality, identify means of communication, and clarify specific goals and focus areas. Collaboratively, the evaluator and principal may determine observation opportunities and evidence to document work on a specific goal. Scheduled meetings may take the form of pre-and post-conferences, mid-course correction conferences, progress or observational feedback meetings.

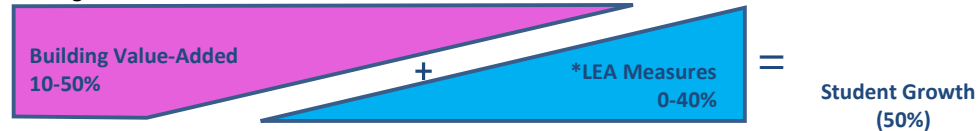
Assessment of Student Growth

Student growth measures shall account for fifty percent (50%) of the principal evaluation. For the purpose of use in the OPES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In Ohio's LEAs, the direct student growth component will be comprised of a combination of two or more measures of Value-Added scores, Vendor-created assessments, and LEA determined student growth measures. Indirect student growth measures will be comprised of measures which impact student achievement (such as retention, promotion of students, graduation rates, perception data, etc.) For determining these measures within the evaluation of principals, please see Appendix C (to be developed and posted at a later time).

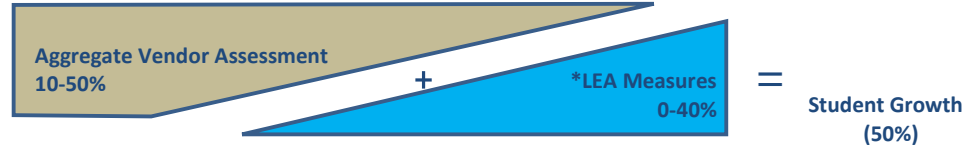
Three categories of principals based on the availability of Value-Added and LEA decisions

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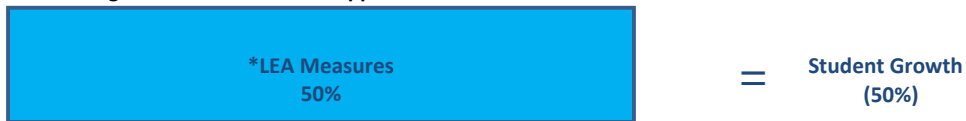
A: Building -level Value-Added data available



B: Approved Vendor Assessment data available



C: No Building-level Value-Added or Approved Vendor Assessment data available



As the principal evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories. Some student growth data will be based on the previous year's results (due to testing schedules and evaluation requirements for evaluation schedule). The Value-Added metric will utilize a three-year average, which will itself mature on a rolling basis as LEAs implement teacher Value-Added on a phased-in schedule beginning in 2010-11.

NOTE:

The Ohio Department of Education does not recommend that value added be the only measure included in the student growth measures. However, by definition of value added measures, there are multiple measures included in the value added score. It is a local district decision if only value added data is used in the student growth measures part of the teacher and principal evaluation systems.

Summative Evaluation

A formal written **Summative Evaluation Report** evaluating the principal's performance according to the adopted board policy will be completed at the end of each evaluation cycle. Multiple sources of evidence should include formal and informal observations, collection of student growth data, collection of evidence, and documentation of coaching and progress meetings involving the principal and evaluator.

Combining Measures to Obtain a Holistic Rating

A strong principal evaluation system calls for ongoing collaboration and honest conversation between principals and their evaluators. The foundation of such a system is the transparent, two-way gathering and sharing of evidence that informs the principal performance ratings at the end of the year. The model Ohio Principal Evaluation System describes opportunities for principals and evaluators to discuss evidence, build a common understanding of the principal's current practice, and identify areas for future growth. Regular check-ins also help evaluators manage the administrative burden of gathering and organizing evidence by sharing the responsibility with the principal and encouraging evaluators to document principal practices as they occur.

*For suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform principal performance ratings, please see Appendix B: **Using Evidence to Inform Holistic Performance Ratings**.*

Ohio Principal Performance Rating Rubric

The **Principal Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best *overall* description of the principal. Note: Ratings at each performance level above “Developing” include behaviors at the lower rating levels.

Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Developing	Proficient	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year. Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers’ professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers’ professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
1.3 Principals lead the change process for continuous improvement.	Principal does not have a plan in place for regular review of progress toward goals.	Principal articulates beliefs about teaching and learning. Principal identifies changes needed to improve student learning.	Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community. Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning.

1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
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Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Principal does not align instruction and assessment to the state standards.	<p>Principal demonstrates the knowledge of district curriculum and assessments.</p> <p>Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment.</p> <p>Principal allocates resources to align with the curriculum and assessment needs.</p>	Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned.	<p>Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas.</p> <p>Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.</p>
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.	Principal makes regular classroom visits and provides basic feedback on classroom instruction.	<p>Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</p> <p>Principal connects teachers to other faculty for aid in the development of their instructional methods.</p>	<p>Principal guides staff in the implementation of research-based instructional practices and sets aside time for attention to crucial instructional issues during the school day.</p> <p>Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.</p>

2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	<p>Principal believes that all students can achieve, but fails to connect this belief with concrete actions.</p> <p>Principal does not confront staff member(s) who have low student expectations.</p>	<p>Principal monitors the identification of students of diverse abilities and supports staff in implementing state and local policies.</p> <p>Principal monitors achievement data.</p>	<p>Principal monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies.</p> <p>Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.</p>	<p>Principal is directly involved in instructional issues for all students.</p> <p>Principal fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.</p>
2.4 Principals know, understand, and share relevant research.	Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	Principal shares current research and theory on effective schooling.	Principal keeps informed and shares current research and theory on effective schooling.	Principal engages staff in identifying and discussing research and theory that support the academic needs of students
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	Principal understands use of data, but fails to consistently link decision-making with data.	Principal uses data for decision-making.	<p>Principal models the use of data to inform and make decisions about student progress.</p> <p>Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.</p>	<p>Principal provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress.</p> <p>Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.</p>
2.6 Principals support staff in planning and implementing research-based professional development.	<p>Principal may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan.</p> <p>Professional development on instructional strategies is offered, but professional development is general and standard for all staff.</p>	<p>Principal identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth.</p> <p>Principal uses student data to identify general professional development needs for staff.</p>	<p>Principal uses staff input and student data to identify professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals.</p> <p>Principal facilitates professional development opportunities that support classroom instruction.</p>	<p>Principal regularly modifies short- and long-term professional goals based on analysis of student, staff, and community evidence.</p> <p>Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.</p>

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
Elements	Ineffective	Developing	Proficient	Accomplished
3.1 Principals establish and maintain a safe school environment.	Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	Principal communicates behavioral standards to staff, parents and students. Principal ensures that behavioral policies are applied to ensure safety for staff, parents, and students.	Principal communicates, models, and reinforces behavioral standards for staff, students, and parents. Principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.	Principal examines and modifies routines, as needed. Principal promotes and implements a school-wide system for behavioral support and intervention.
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	Principal identifies available resources to support the needs of the students and staff. Principal treats students, parents, and staff with respect.	Principal assesses how well the physical, social and cultural environment supports student and staff needs. Principal ensures that staff members treat students with respect.	Principal promotes the effective use of identified physical and cultural resources and strategies to address the physical and mental health needs of students and staff. Principal ensures that staff members treat students, parents and members of the community with respect.
3.3 Principals allocate resources, including technology, to support student and staff learning.	Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.	Principal manages the budget to support learning.	Principal develops a budget aligned to student and staff needs.	Principal assesses the use of resources, including technology, in the context of school operations and develops a budget aligned to student and staff needs. Principal procures additional financial resources for the school to support students and staff learning.

3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	<p>Principal acknowledges that the new teachers need greater mentoring and support.</p> <p>Principal does not complete teacher evaluations, per guidelines or per contract.</p> <p>Principal does not link teaching assignments, retention, or feedback opportunities to the new teacher evaluation system.</p>	<p>Principal mentors and supports new and struggling teachers. The principal implements a schedule for and completes teacher evaluations based on district guidelines.</p>	<p>Principal supervises and evaluates all staff. The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment.</p> <p>Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.</p>	<p>Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized and retains productive staff, and implements incentives that ensure continued motivation. The principal systematically completes teacher evaluations that include substantive feedback that results in measurable improvements in instruction and assessment</p> <p>Principal develops a collaborative culture of teachers helping each other to improve their instruction and assessment.</p>
3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.	<p>Principal does not meet professional responsibilities set by both the state and local level.</p>	<p>Principal complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance.</p>	<p>Principal meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity.</p> <p>Principal implements procedures to comply with local, state, and federal mandates.</p>	<p>Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community.</p>

Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel. Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.
4.2 Principals share leadership with staff, students, parents and community members.	Principal does not define the role of the leadership team and no attempts are made to engage staff in shaping the school community, but the principal may resort to completing the tasks.	Principal occasionally shares leadership responsibilities with staff, parents, or students.	Principal consistently shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.
4.3 Principals develop and sustain leadership.	Principal provides minimal or no support to members of the leadership team; members of the leadership team are unclear about their roles.	Principal defines leadership team members' roles and provides leadership development activities for staff.	Principal serves as a role model for leadership behaviors. Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coaches staff and student leaders. Principal builds on staff members' skills and interest to advance the leadership capacity of all.

Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Elements	Ineffective	Developing	Proficient	Accomplished
5.1 Principals use community resources to improve student learning.	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal attends community functions. Principal uses print and electronic media to communicate with parents.	Principal regularly represents the school at community functions and advisory groups. Principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnerships to support student achievement and school and community priorities.
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.3 Principals connect the school and community.	Principal does not show evidence that family and community input are used in decision-making.	Principal seeks opportunities for school and community to provide input regarding decision-making.	Principal identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Principal collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.

Using Evidence to Inform Holistic Performance Ratings

Defining the Performance Ratings

In accordance with Ohio Revised Code 3319.112 the rubric describes four levels of teacher performance for each standard area. The principal evaluation system is aligned with the teacher evaluation system and ratings. Each performance rating can also be described in more general terms, as a holistic rating of teacher performance:

<p>Ineffective:</p> <p>A rating of <i>Ineffective</i> indicates that the principal consistently fails to demonstrate minimum competency in one or more standards. There is little or no improvement over time. The principal requires immediate assistance and needs to be placed on an improvement plan.</p>	<p>Developing:</p> <p>A rating of <i>Developing</i> indicates that the principal demonstrates minimum competency in many of the standards, but may struggle with others. The principal is making progress but requires ongoing professional support for necessary growth to occur.</p>	<p>Proficient:</p> <p>A rating of <i>Proficient</i> indicates that the principal consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced principals.</p>	<p>Accomplished:</p> <p>A rating of <i>Accomplished</i> indicates that the principal is a leader and model in the school and district, exceeding expectations for performance. The principal consistently strives to improve his or her instructional, leadership, and professional practice and contributes to the school or district through the development and mentoring of colleagues.</p>
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The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform principal performance ratings.

Step 1: Gather evidence

1a. Align evidence to each standard area. Group the evidence you have collected from observations, walkthroughs, conferences and everyday interactions with the principal into the five standard areas of performance described by the Ohio Principal Performance Rubric.

1b. Be consistent in gathering, recording, and sharing detailed, factual evidence. Capture enough detail to accurately but succinctly describe the event, interaction, or behavior factually (without implied judgment or opinion in the recording). Share the form with the principal throughout the year so that the information can be used as a basis for changes in practice.

1c. Sort the evidence by standard area to determine where more information is needed. As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it will be automatically sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the principal, since all standard areas are important for effective leadership.

Step 2: Issue a holistic performance rating

2a. Read all of the evidence collected up to that point within a standard area, looking for patterns. A principal may develop priorities in several standard areas and may follow with a goal to address a standard area. The principal may also develop a goal based on student achievement or learning outcomes for his/her building. The evaluator may observe an activity the principal may engage in to demonstrate work and progress toward the goals. The evaluator can collect evidence and provide meaningful feedback to the principal and look for patterns in leadership skills and knowledge. Note these patterns and take them into consideration when issuing a rating.

2b. Compare the evidence and patterns to the performance descriptors. After becoming familiar with the rubric, start by re-reading all of the Proficient performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well, to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

2c. Repeat the process above for each standard area, and then consider patterns of performance across standard areas. Once you determine a rating for each standard area, based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. Although all standard areas are important for effective principal practice, you may find it appropriate to more strongly weight patterns of behavior in one standard area over another. For example, if the principal demonstrates a pattern of solidly Proficient behavior in the standard areas of Collaboration and Parents and Community Engagement but exhibits Developing patterns of behavior in the standard area of Continuous Improvement and Instruction you may use your knowledge of the situation to make sense of this information. The key point is that no one standard area of performance should be considered in isolation, but should be analyzed in relation to all other areas of performance.

Step 3: Issue the end-of-year performance rating

3a. Consider all evidence from the year, paying attention to trends. In order to issue a principal's final performance rating for the year, return to the body of collected evidence for the evaluation cycle. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences, and daily interactions. During this step, it is particularly important to consider *trends* in the principal's performance over time. Was the principal consistent in his/her leadership, was the principal successful in meeting his/her goals, did student achievement increase? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on that area.

3b. Consider minimum thresholds of competency. Flag any instance of an Ineffective rating as you prepare to issue the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the principal, consider that there are minimum thresholds of competency for each of the five standard areas described in the Ohio Principal Performance Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final ineffective rating, taking into account how detrimental the displayed deficiency is to the principal's students and parents, staff, and building as a whole.

3c. Issue the final performance rating, summarize the supporting evidence, and offer areas of reinforcement and refinement. Complete the performance rating process by documenting the final principal performance rating. Support your rating with evidence from formal and informal observations, artifacts provided by the principal, and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so the principal has a clear understanding of the path to continuous growth and improvement and have concrete examples of supports that will help him/her improve practice.

Section 2

OPES Resources

Self-Assessment Summary Tool for Principals

Name: _____

Date: _____

Directions:

- Read the list of elements for each standard and underline or highlight the elements that describe areas of strength you have under each standard.
- Record the evidence that supports your rating in the columns labeled areas of strength or areas for growth.
- Review the remaining elements and identify one – two areas of focus for continued growth.

STANDARD	AREAS OF STRENGTH	AREAS FOR GROWTH
Standard 1: Continuous Improvement <ul style="list-style-type: none"> • Articulation and realization of a shared vision of continuous improvement • Process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff • Leading the change process • Anticipating, monitoring and responding to educational developments that affect schools issues and environment 		
Standard 2: Instruction <ul style="list-style-type: none"> • Ensure that the instructional content that is taught is aligned to state academic content standards and curriculum priorities of the school and district • Ensure the use of effective instructional practices that meet the needs of all students • Advocate for high levels of learning for all students • Know, understand and share relevant research to inform teaching and learning • Understand, encourage and facilitate the effective use of data by staff • Support staff in planning and implementing research-based professional development 		
Standard 3: School Operations, Resources and Learning Environment <ul style="list-style-type: none"> • Establish and maintain a safe school environment • Create a nurturing learning environment that addresses the physical and mental health needs of all • Allocate resources, including technology, to support student and staff learning • Institute procedures and practices to support staff and students, and establish an environment that is conducive to learning • Understand, uphold and model professional ethics, policies and legal codes of professional conduct 		

Standard 4: Collaboration <ul style="list-style-type: none"> • Promote a collaborative learning culture • Share leadership with staff, students, parents and community members • Develop and sustain leadership 		
Standard 5: Parents and Community Engagement <ul style="list-style-type: none"> • Use community resources to improve student learning • Involve parents and community members in improving student learning • Connect the school with the community • Establish expectations for the use of culturally responsive practices that acknowledge and value diversity 		

Professional Growth Plan: The Goal-Setting Process

The OPES goal-setting process is a way for principals to enhance or improve specific aspects of their performance as well as improve student achievement and learning. Clear professional goals provide focus and direction to improving practice and have a direct impact on student learning. Meaningful goals help stretch principals to higher levels of performance and effectiveness. Professional goal-setting should complement the IPDP process.

Principals are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. (The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan- IPDP. The Professional Growth Plan is not intended to replace the IPDP.) The professional growth plan and process includes feedback from the evaluator as well as the principal's self-assessment, and the support needed to further the principal's continuous growth and development. Professional development should be individualized to the needs of the principal, teachers, and students (based on available data), and specifically relate to the principal's areas for growth as identified in the principal's evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial). The growth plan should be reflective of the data available and include:

- Identification of area(s) for future professional growth;
- Specific resources and opportunities to assist the principal in enhancing skills, knowledge and practice;
- Outcomes that will enable the principal to increase student learning and achievement.

Goals should be developed using multiple sources of data, including self-assessment based on the standards, student learning data, and district/ school goals. To positively impact instruction and achievement, goals must be based on an accurate assessment of principal performance and student learning needs. Goals should meet SMART criteria:

S – Specific (What do I want to measure?)

M – Measurable (How am I going to measure it?)

A – Attainable (Is this a reasonable goal?)

R – Results-oriented (What will my goal look like when I've reached it?)

T – Time-Bound (When will I reach my goal?)

Through the goal-setting process, it is assumed that principals will meet with their evaluators.

Professional Growth Plan

As a result of the evaluation process, principals and evaluators should focus on accelerating and continuing principal growth through professional development. Professional development should be individualized to the needs of the principal, and specifically relate to his/her areas of refinement as identified in the principal's evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial).

Principal: _____

Evaluator: _____

<p><u>Annual Focus</u></p> <p>These are addressed by the evaluator as appropriate for this principal.</p>	<p><u>Date</u></p> <p>Record dates when discussed</p>	<p><u>Areas for Professional Growth</u></p> <p>supports needed, resources, professional development</p> <p>Comments during conference with principal and evaluator are made appropriate to the needs of the principal.</p>
<p>Goal 1: Student Achievement/Outcomes for Students</p> <p>Goal Statement:</p> <p>Evidence Indicators:</p> <p>1.</p>		
<p>Goal 2: Principal Performance on the Ohio Standards for Principals</p> <p>Goal Statement:</p> <p>Evidence Indicators:</p> <p>1.</p>		

Evaluator Signature

Date

Principal Signature

Date

The signatures above verify that the principal and evaluator have discussed and agreed upon this Professional Growth Plan.

Improvement Plan

Principal Name: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

Written improvement plans are to be developed when an educator receives an overall ineffective rating or an ineffective rating on any of the components of the OPES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for Principals*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Goal(s)	Level of Performance Specifically Describe Successful Improvement Target(s)	Starting Date	Ending Date

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the principal to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

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Date for this Improvement Plan to Be Evaluated: _____

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Principal Name: _____

School year: _____ Building: _____ Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

☐

Improvement demonstrated and professional standards met a satisfactory level of performance

☐

Continue with the Improvement Plan for a specified amount of time. Date: _____

☐

Recommend dismissal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Ohio Principal Performance Rating Rubric

The **Principal Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best *overall* description of the principal. Note: Ratings at each performance level above “Developing” include behaviors at the lower rating levels.

Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Developing	Proficient	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year. Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers’ professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers’ professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
1.3 Principals lead the change process for continuous improvement.	Principal does not have a plan in place for regular review of progress toward goals.	Principal articulates beliefs about teaching and learning. Principal identifies changes needed to improve student learning.	Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community. Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning.

1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
EVIDENCE				

Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Principal does not align instruction and assessment to the state standards.	<p>Principal demonstrates the knowledge of district curriculum and assessments.</p> <p>Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment.</p> <p>Principal allocates resources to align with the curriculum and assessment needs.</p>	Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned.	<p>Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas.</p> <p>Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.</p>

2.2 Principals ensure instructional practices are effective and meet the needs of all students.	Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.	Principal makes regular classroom visits and provides basic feedback on classroom instruction.	Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. Principal connects teachers to other faculty for aid in the development of their instructional methods.	Principal guides staff in the implementation of research-based instructional practices and sets aside time for attention to crucial instructional issues during the school day. Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.
2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	Principal believes that all students can achieve, but fails to connect this belief with concrete actions. Principal does not confront staff member(s) who have low student expectations.	Principal monitors the identification of students of diverse abilities and supports staff in implementing state and local policies. Principal monitors achievement data.	Principal monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies. Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.	Principal is directly involved in instructional issues for all students. Principal fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.
2.4 Principals know, understand, and share relevant research.	Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	Principal shares current research and theory on effective schooling.	Principal keeps informed and shares current research and theory on effective schooling.	Principal engages staff in identifying and discussing research and theory that support the academic needs of students
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	Principal understands use of data, but fails to consistently link decision-making with data.	Principal uses data for decision-making.	Principal models the use of data to inform and make decisions about student progress.	Principal provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress.

			Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.	Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.
2.6 Principals support staff in planning and implementing research-based professional development.	<p>Principal may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan.</p> <p>Professional development on instructional strategies is offered, but professional development is general and standard for all staff.</p>	<p>Principal identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth.</p> <p>Principal uses student data to identify general professional development needs for staff.</p>	<p>Principal uses staff input and student data to identify professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals.</p> <p>Principal facilitates professional development opportunities that support classroom instruction.</p>	<p>Principal regularly modifies short- and long-term professional goals based on analysis of student, staff, and community evidence.</p> <p>Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.</p>
EVIDENCE				

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
Elements	Ineffective	Developing	Proficient	Accomplished
3.1 Principals establish and maintain a safe school environment.	Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	<p>Principal communicates behavioral standards to staff, parents and students.</p> <p>Principal ensures that behavioral policies are applied to ensure safety for staff, parents, and students.</p>	<p>Principal communicates, models, and reinforces behavioral standards for staff, students, and parents.</p> <p>Principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.</p>	<p>Principal examines and modifies routines, as needed.</p> <p>Principal promotes and implements a school-wide system for behavioral support and intervention.</p>
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	<p>Principal identifies available resources to support the needs of the students and staff.</p> <p>Principal treats students, parents, and staff with respect.</p>	<p>Principal assesses how well the physical, social and cultural environment supports student and staff needs.</p> <p>Principal ensures that staff members treat students with respect.</p>	<p>Principal promotes the effective use of identified physical and cultural resources and strategies to address the physical and mental health needs of students and staff.</p> <p>Principal ensures that staff members treat students, parents and members of the community with respect.</p>
3.3 Principals allocate resources, including technology, to support student and staff learning.	Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.	Principal manages the budget to support learning.	Principal develops a budget aligned to student and staff needs.	<p>Principal assesses the use of resources, including technology, in the context of school operations and develops a budget aligned to student and staff needs.</p> <p>Principal procures additional financial resources for the school to support students and staff learning.</p>

3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	<p>Principal acknowledges that the new teachers need greater mentoring and support.</p> <p>Principal does not complete teacher evaluations, per guidelines or per contract.</p> <p>Principal does not link teaching assignments, retention, or feedback opportunities to the new teacher evaluation system.</p>	<p>Principal mentors and supports new and struggling teachers. The principal implements a schedule for and completes teacher evaluations based on district guidelines.</p>	<p>Principal supervises and evaluates all staff. The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment.</p> <p>Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.</p>	<p>Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized and retains productive staff, and implements incentives that ensure continued motivation. The principal systematically completes teacher evaluations that include substantive feedback that results in measurable improvements in instruction and assessment</p> <p>Principal develops a collaborative culture of teachers helping each other to improve their instruction and assessment.</p>
3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.	<p>Principal does not meet professional responsibilities set by both the state and local level.</p>	<p>Principal complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance.</p>	<p>Principal meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity.</p> <p>Principal implements procedures to comply with local, state, and federal mandates.</p>	<p>Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community.</p>
EVIDENCE				

Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel. Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.
4.2 Principals share leadership with staff, students, parents and community members.	Principal does not define the role of the leadership team and no attempts are made to engage staff in shaping the school community, but the principal may resort to completing the tasks.	Principal occasionally shares leadership responsibilities with staff, parents, or students.	Principal consistently shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.
4.3 Principals develop and sustain leadership.	Principal provides minimal or no support to members of the leadership team; members of the leadership team are unclear about their roles.	Principal defines leadership team members' roles and provides leadership development activities for staff.	Principal serves as a role model for leadership behaviors. Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coaches staff and student leaders. Principal builds on staff members' skills and interest to advance the leadership capacity of all.
EVIDENCE				

Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.				
Elements	Ineffective	Developing	Proficient	Accomplished
5.1 Principals use community resources to improve student learning.	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal attends community functions. Principal uses print and electronic media to communicate with parents.	Principal regularly represents the school at community functions and advisory groups. Principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnerships to support student achievement and school and community priorities.
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.3 Principals connect the school and community.	Principal does not show evidence that family and community input are used in decision-making.	Principal seeks opportunities for school and community to provide input regarding decision-making.	Principal identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Principal collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.
EVIDENCE				

Performance Rating Rubric Summary Form (Skills and Knowledge)

Principal Rating on the *Ohio Standards for Principals*

The *Ohio Principal Rating Rubric* is intended to be scored holistically. See **Appendix B** of the OPES Model for more information.

Principal Name: _____ Evaluator Name: _____

Standard 1 Recommended Rating:	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
Standard 2 Recommended Rating:	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
Standard 3 Recommended Rating:	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
Standard 4 Recommended Rating:	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
Standard 5 Recommended Rating:	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
Performance Rating	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished

Final Summative Rating of Principal Effectiveness

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
Performance Rating (Holistic Rating using Performance Rubric)				
Areas of reinforcement/ refinement:				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness				
Areas:				
Final Summative (Overall) Rating (calculated using look-up table)	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended. If a rating of Ineffective is earned in any of the components, an Improvement Plan should be developed and implemented in that area. If student growth is below expected level, an Improvement Plan should be developed and implemented. An improvement plan may be implemented at any time.

Principal Signature _____

Date _____

Evaluator Signature _____

Date _____

The principal and evaluator will sign the *Summative Evaluation of Principal Effectiveness* to indicate that the rating has been shared and discussed. An Improvement plan is developed when the principal's performance in one or more areas is scored as Ineffective or their final summative rating performance is Ineffective. An improvement plan is developed when student growth measures are below expected growth. The principal may provide additional information to the evaluator within 10 working days of receipt of this form. The Improvement Plan should be attached to this form.

Section 3

Day 1 Training Documents

Standard 1: Continuous Improvement	Standard 2: Instruction	Standard 3: School Operations, Resources & Learning Environment	Standard 4: Collaboration	Standard 5: Parents and Community Engagement

Understanding and Using the Standards

The Ohio Standards for Principals define the expectations for Ohio's principals, based on what is known about the traits and skills of effective school leaders. The big ideas emphasized in the standards are:

Standard 1 - Continuous Improvement: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Standard 2 – Instruction: Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Standard 3 – School Operations, Resources and Learning Environment: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard 4 – Collaboration: Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.

Standard 5 – Parents and Community Engagement: Principals engage parents and community members in the educational process and create an environment where community resources support learning, achievement and well-being.

How Might These Standards Affect Principals?

The Ohio Standards for Principals will not immediately change the process of licensure; that process remains the same. However, the standards will inform initial licensure as institutions of higher education realign their programs and requirements to the standards.

LPDC's across the state will continue to make decisions about licensure renewal. Principals will continue to determine and set their own professional goals. The criteria for assessing the effectiveness of IPDPs, however, will be revised to closely align with the expectations set forth in the standards, as mandated in SB2. The Ohio Standards for Principals and the Professional Development Standards will serve as a guide for principals in considering their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.

Using the Standards for Principals for Self-Assessment

Ohio's Standards for Principals were not written as evaluation instruments. They can and should however be used for Self-assessment and to identify areas for growth and further professional development

Principal Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective instructional and leadership practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

In the best school systems, principals have a clear instructional mandate with performance incentives tied to meeting high student achievement goals. Principals are central to the system's ability to create environments where students can meet the high challenge set out for them. As instructional leaders, principals can coach and develop those who have the greatest impact on student achievement: teachers

Creating a World-Class Education System in Ohio, Achieve and McKinsey

Standard 1:

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

ESSENTIAL QUESTION: *Do you lead the change process for continuous improvement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I identify and include stakeholders in the process of developing a shared vision	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement a process for the development of a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I remain focused on the vision through difficulties, setback and failures	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify goal areas that promote high levels of achievement for all students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I focus attention on established goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate the expectation of high learning and achievement for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of the Ohio Standards for the Teaching Profession to support teacher's professional growth.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify changes needed to improve student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I engage stakeholders in the change process through effective communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I respond to building, district, community and societal changes and issues that affect the instructional needs of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

Standard 2:

Principals support the implementation of high-quality based instruction that results in higher levels of achievement for all students.

ESSENTIAL QUESTION: *Are you the instructional leader for the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I provide teachers with basic understanding of the academic standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of resources aligned to the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that curriculum, instruction and assessments are aligned with the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor implementation of academic content standards in curriculum and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of various instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I make systematic classroom visits and provide feedback on classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use disaggregated achievement data to determine the performance and needs of particular students and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I examine school-wide student performance data to determine under-and-over-identification of students in gifted and/or special education.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand effective acceleration processes and work with teachers to establish structures that meet student needs and support state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I keep informed about current research and theory on effective curriculum design and instruction strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share current research and theory on effective curriculum design and instruction strategies	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2:

I serve as a model for effective teaching.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I model the use of data to inform and make decisions.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I communicate data about student progress to the school community.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I monitor staff knowledge and use of data and the impact of this knowledge on student achievement.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I participate in professional development to increase teachers' knowledge and skills.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I facilitate professional development opportunities that support classroom instruction.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I use staff and student data to identify professional development needs	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I provide ongoing opportunities for teachers to reflect on their practice.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always

Standard 3:

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.

ESSENTIAL QUESTION: *Do you act to create and ensure a nurturing, safe school environment?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate and reinforce high behavioral standards to staff, students and parents.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I ensure that behavioral policies and procedures are consistently applied from day to day and student to student.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I implement routines that ensure safety for all.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always

Understanding and Using the Standards

Standard 3:

I use building and district procedure for crisis management.

I am accessible to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assess how well the physical, social and cultural environment supports student needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify available resources to address the physical and mental health needs of the students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I treat all students, parents and community members with respect.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I manage the budget to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and equitably allocate resources to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I effectively use technology to manage school operations.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I supervise and evaluate all staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I give both formal and informal recognition to staff and students for achievement, improvement and effort.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I meet legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement procedures to comply with local, state and federal mandates.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate local, state and federal mandates to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that staff, students and parents receive information about legal Requirements and policies	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 4:**Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.****ESSENTIAL QUESTION:** *Do you share leadership and promote a collaborative learning culture?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I establish and reinforce expectations, roles, norms and responsibilities for effective working teams.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I develop structures for collaboration among all teachers and other education support personnel.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I foster positive interpersonal relationships among staff by maintaining open and Effective lines of communication.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I seek input from staff, students, parents and community members.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I share leadership responsibilities with staff.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I serve as a role model for the leadership behaviors I seek to instill in others.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I participate in leadership development activities with staff.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I identify strengths and interests of the building staff in order to identify potential Leaders.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always

Understanding and Using the Standards

Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

ESSENTIAL QUESTION: *Do you involve and engage parents and community in the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I represent the school at community functions and advisory groups.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I use print and electronic media to inform the community about the school.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I practice two-way communication with parents about student progress.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I provide parents and students with relevant information about available school Services (instructional, behavioral and psychological) to address student learning needs.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I inform the community about the school's expectations for student learning.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I welcome community involvement.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I identify and use community-based resources to increase achievement among all students.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I model appreciation and respect for the cultures of the school and community and create an environment that supports high achievement levels for all students.	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always
I support cooperation by using strategies to remedy instances of intolerance of individuals and groups	<u>1</u> Never	<u>2</u> Rarely	<u>3</u> Sometimes	<u>4</u> Frequently	<u>5</u> Always

Professional Growth Plan

As a result of the evaluation process, principals and evaluators should focus on accelerating and continuing principal growth through professional development. Professional development should be individualized to the needs of the principal, and specifically relate to his/her areas of refinement as identified in the principal's evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial).

Principal: _____

Evaluator: _____

<u>Annual Focus</u> These are addressed by the evaluator as appropriate for this principal.	<u>Date</u> Record dates when discussed	<u>Areas for Professional Growth</u> supports needed, resources, professional development Comments during conference with principal and evaluator are made appropriate to the needs of the principal.
<i>Goal 1: Student Achievement/Outcomes for Students</i> <i>Goal Statement:</i> <i>Evidence Indicators:</i> 1.		
<i>Goal 2 : Principal Performance on the Ohio Standards for Principals</i> <i>Goal Statement:</i> <i>Evidence Indicators:</i> 1.		

Evaluator Signature

Date

Principal Signature

Date

The signatures above verify that the principal and evaluator have discussed and agreed upon this Professional Growth Plan.

Ohio Principal Performance Rating Rubric

The **Principal Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best *overall* description of the principal. Note: Ratings at each performance level above “Developing” include behaviors at the lower rating levels.

Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Developing	Proficient	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year. Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers’ professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers’ professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
1.3 Principals lead the change process for continuous improvement.	Principal does not have a plan in place for regular review of progress toward goals.	Principal articulates beliefs about teaching and learning. Principal identifies changes needed to improve student learning.	Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community. Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning.

1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
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Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Principal does not align instruction and assessment to the state standards.	<p>Principal demonstrates the knowledge of district curriculum and assessments.</p> <p>Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment.</p> <p>Principal allocates resources to align with the curriculum and assessment needs.</p>	Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned.	<p>Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas.</p> <p>Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.</p>
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.	Principal makes regular classroom visits and provides basic feedback on classroom instruction.	<p>Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</p> <p>Principal connects teachers to other faculty for aid in the development of their instructional methods.</p>	<p>Principal guides staff in the implementation of research-based instructional practices and sets aside time for attention to crucial instructional issues during the school day.</p> <p>Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.</p>

2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	Principal believes that all students can achieve, but fails to connect this belief with concrete actions. Principal does not confront staff member(s) who have low student expectations.	Principal monitors the identification of students of diverse abilities and supports staff in implementing state and local policies. Principal monitors achievement data.	Principal monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies. Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.	Principal is directly involved in instructional issues for all students. Principal fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.
2.4 Principals know, understand, and share relevant research.	Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	Principal shares current research and theory on effective schooling.	Principal keeps informed and shares current research and theory on effective schooling.	Principal engages staff in identifying and discussing research and theory that support the academic needs of students
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	Principal understands use of data, but fails to consistently link decision-making with data.	Principal uses data for decision-making.	Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.	Principal provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.
2.6 Principals support staff in planning and implementing research-based professional development.	Principal may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan. Professional development on instructional strategies is offered, but professional development is general and standard for all staff.	Principal identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth. Principal uses student data to identify general professional development needs for staff.	Principal uses staff input and student data to identify professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals. Principal facilitates professional development opportunities that support classroom instruction.	Principal regularly modifies short- and long-term professional goals based on analysis of student, staff, and community evidence. Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
Elements	Ineffective	Developing	Proficient	Accomplished
3.1 Principals establish and maintain a safe school environment.	Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	<p>Principal communicates behavioral standards to staff, parents and students.</p> <p>Principal ensures that behavioral policies are applied to ensure safety for staff, parents, and students.</p>	<p>Principal communicates, models, and reinforces behavioral standards for staff, students, and parents.</p> <p>Principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.</p>	<p>Principal examines and modifies routines, as needed.</p> <p>Principal promotes and implements a school-wide system for behavioral support and intervention.</p>
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	<p>Principal identifies available resources to support the needs of the students and staff.</p> <p>Principal treats students, parents, and staff with respect.</p>	<p>Principal assesses how well the physical, social and cultural environment supports student and staff needs.</p> <p>Principal ensures that staff members treat students with respect.</p>	<p>Principal promotes the effective use of identified physical and cultural resources and strategies to address the physical and mental health needs of students and staff.</p> <p>Principal ensures that staff members treat students, parents and members of the community with respect.</p>
3.3 Principals allocate resources, including technology, to support student and staff learning.	Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.	Principal manages the budget to support learning.	Principal develops a budget aligned to student and staff needs.	<p>Principal assesses the use of resources, including technology, in the context of school operations and develops a budget aligned to student and staff needs.</p> <p>Principal procures additional financial resources for the school to support students and staff learning.</p>

3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	<p>Principal acknowledges that the new teachers need greater mentoring and support.</p> <p>Principal does not complete teacher evaluations, per guidelines or per contract.</p> <p>Principal does not link teaching assignments, retention, or feedback opportunities to the new teacher evaluation system.</p>	<p>Principal mentors and supports new and struggling teachers. The principal implements a schedule for and completes teacher evaluations based on district guidelines.</p>	<p>Principal supervises and evaluates all staff. The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment.</p> <p>Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.</p>	<p>Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized and retains productive staff, and implements incentives that ensure continued motivation. The principal systematically completes teacher evaluations that include substantive feedback that results in measurable improvements in instruction and assessment</p> <p>Principal develops a collaborative culture of teachers helping each other to improve their instruction and assessment.</p>
3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.	<p>Principal does not meet professional responsibilities set by both the state and local level.</p>	<p>Principal complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance.</p>	<p>Principal meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity.</p> <p>Principal implements procedures to comply with local, state, and federal mandates.</p>	<p>Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community.</p>

Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel. Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.
4.2 Principals share leadership with staff, students, parents and community members.	Principal does not define the role of the leadership team and no attempts are made to engage staff in shaping the school community, but the principal may resort to completing the tasks.	Principal occasionally shares leadership responsibilities with staff, parents, or students.	Principal consistently shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.
4.3 Principals develop and sustain leadership.	Principal provides minimal or no support to members of the leadership team; members of the leadership team are unclear about their roles.	Principal defines leadership team members' roles and provides leadership development activities for staff.	Principal serves as a role model for leadership behaviors. Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coaches staff and student leaders. Principal builds on staff members' skills and interest to advance the leadership capacity of all.

Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Elements	Ineffective	Developing	Proficient	Accomplished
5.1 Principals use community resources to improve student learning.	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal attends community functions. Principal uses print and electronic media to communicate with parents.	Principal regularly represents the school at community functions and advisory groups. Principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnerships to support student achievement and school and community priorities.
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.3 Principals connect the school and community.	Principal does not show evidence that family and community input are used in decision-making.	Principal seeks opportunities for school and community to provide input regarding decision-making.	Principal identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Principal collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.

SCENARIO FOR STANDARD 1: CONTINUOUS IMPROVEMENT

Principal Smith reviewed her agenda and meeting notes from a mandatory early August, before school meeting with her faculty and staff. An agenda item was the review of the school's vision. Superintendent Jones read the PowerPoint slides that were used to guide the discussion and notes that student data are included in the vision update. The notes from the meeting indicate that discussion at the meeting centered on why the data do not indicate significant progress. An ad hoc committee of faculty and staff has agreed to investigate the data further. Smith explains that she has joined a consortium that will develop visual displays for the numerous data sources to help faculty, staff and community members more quickly grasp all the data available as they analyze last year's and future years' data.

Some faculty questioned the validity of the vision since it was last updated over 10 years ago. The principal agreed to create a committee of faculty, staff, students, parents and community members to review and update, if necessary, the school vision statement. Volunteers were solicited.

Jones asked Smith to share more information about an item on the agenda that involves department celebrations. Smith explains that each department was given 5 minutes to share a success with the group. The math department shared their news that all faculty attended a summer PD opportunity that has helped them incorporate inquiry based strategies in all math classes. The foreign language department shared that they worked with the social studies department to create three interdisciplinary units for grades 9 and 10. Smith explained that the staff enjoys these brief moments of celebration and hears further conversations about the 'celebrations' in the lunchroom and mail/copy room. Smith sometimes provides token 'prizes'.

Smith then shared with Jones that the HS Building Action Team (BAT) has embraced Stiggins' *Assessment for Learning* model for professional development over the next year. The BAT has secured PD trainers and sessions for all faculty and staff for the upcoming year. Smith explained that she is supporting this form of a professional learning community by providing snacks and purchasing the needed materials for each staff member attending. The local PTA is providing funding for the trainers. Smith explained that there are still a few faculty who do not wish to participate; her response to those faculty members was nothing. She felt that those not wishing to participate are small in number (3%) and may eventually come on board during the year. Last year BAT reviewed three assessment models to determine which would fit the buildings' needs the best. Parents and community members participated in the review. Stiggins' model was selected.

During a walk through during the second week of school, Jones noted the change in schedule and time for attendance. Because not all seniors have first period classes, attendance was taken at the beginning of second period. This change was suggested by the front office and seemed to reduce the paperwork for the front office as they try to manage attendance statistics.

In addition, Jones noted that Smith gently reminded the students in the hall that 'no hats' is the rule students adopted in the previous year. Students seem to remember that the 'no hats' rule will hopefully contribute to better communication between students and faculty/staff. The changing community economics has introduced a larger variety of socioeconomic and ethnic groups to the student body. One side effect during the previous year was poor communication; the student body brainstormed possible ways to improve communication and suggested 5 ways to improve faculty/student communication. The number one voted suggestion was 'no hats.' So far it is going okay, but daily reminders are needed.

After the walk through, Smith shared with Jones the changes in personnel and resources that support the school wide goals. Smith explained that all changes in staff and resources are shared in a monthly newsletter that is available to the public on the district website. She explained that her colleagues at the state principal association have used the website as a model for others schools working on increasing their visibility in communities. This discussion led to further discussions about Smith's participation in the local educational service center's efforts on setting local and state policy.

SCENARIO FOR STANDARD 1: CONTINUOUS IMPROVEMENT (short form)

Superintendent Jones reviewed Principal Smith's portfolio of evidence submitted to document activities related to standard 1. The following items were noted:

- Student data was included in the beginning of the year report to building staff.
- The report included data regarding the vision statement and school goals.
- A building team was created to review the vision statement and school goals for possible revision. Community members in addition to parents and students have been invited to join the team.
- The building action team selected Stiggins' *Assessment/or Learning* model for building wide PD. A schedule of discussions and guest speakers is available. Funding was secured through various donors.
- Because all seniors do not have a 1st bell class, the building attendance is recorded during 2nd bell. This will reduce the number of erroneous absentees reported on a daily basis.
- Staff and personnel changes are included in electronic communications with community through the school's website.

During a building visit, Edwards accompanied Smith in a walk through between classes. Edwards notes that Smith gently reminds the students in the hall that 'no hats' is the rule students adopted in the previous year. Smith explains that the changing community economics has introduced a larger variety of socio-economic and ethnic groups to the student body. One side effect of this change last year was poor communication. The student body brainstormed possible ways to improve communication and suggested 5 ways to improve faculty/student communication. The number one voted suggestion was 'no hats.'

Jones asked Smith to share more information about a staff member's reference to department celebrations. Smith explains that at monthly faculty meetings each department is given 5 minutes to share a success with the group. For example, the math department shared their news that all math faculty attended a summer PD opportunity that will help them incorporate inquiry based strategies in all math classes. Smith sometimes provides token 'prizes.'

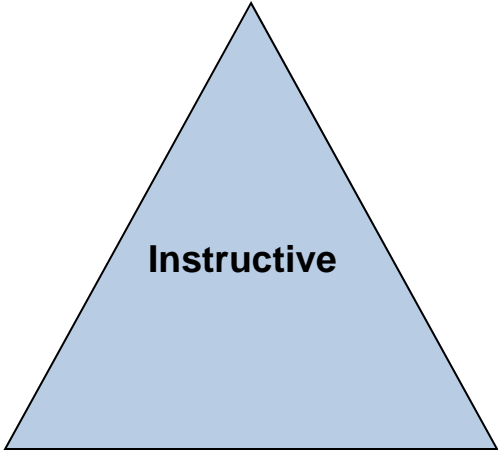
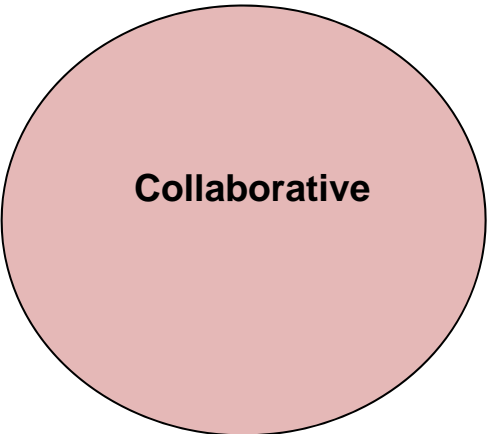

Ohio Principal Performance Rating Rubric

The **Principal Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best *overall* description of the principal. Note: Ratings at each performance level above “Developing” include behaviors at the lower rating levels.

Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Developing	Proficient	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year. Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers’ professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers’ professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
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1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
EVIDENCE				

TAILORING SUPPORT FOR COACHING STRATEGIES AND APPROACHES

<ul style="list-style-type: none"> • Coach controls interaction • Information flows from coach to principal (80-20) • Coach offers suggestions and solutions  <p>Instructive</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ▪ Suggest an assessment strategy ▪ Provide samples of discipline policies ▪ Point out ways to design professional development meetings 	<ul style="list-style-type: none"> • Coach guides interaction without necessarily controlling it • Information flow equal (50-50) • Coach and principal co-construct solutions and outcomes  <p>Collaborative</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ▪ Co-develop a professional development activity ▪ Problem-solve issues of practice ▪ Analyze building data together and identify areas that need attention 	<ul style="list-style-type: none"> • Coach acts as a facilitator supporting the principal's thinking and problem-solving • Principal's self-assesses and self-prescribes • Principal actively directs flow of information (80-20)  <p>Facilitative</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ▪ Raise questions that clarify and deepen the principal's thinking ▪ Listen as the principal analyzes data ▪ Facilitate a group of principals as they examine district data
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Modified and adapted: Source: New Teacher Center @UCSC Formative Assessment System: The Framework for Teaching

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1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
EVIDENCE				

Section 3

Day 2 Training Documents

SCENARIO FOR STANDARD 4: COLLABORATION

The following items were noted from a review of Principal Smith's portfolio for evidence regarding the Principal Standards.

- Agendas and meeting notes documented regular teacher, parent, and student meetings. More than half of the meetings included discussions about how to collaboratively monitor student learning and ways to increase student learning. Parents, students and teachers reviewed quarterly progress reports about student growth.
- Lists of teacher teams clearly identified expectations for meetings and individual responsibilities. The Chairs of each team had volunteered to lead the teams. However, individual team members identified an area of expertise about which they were willing to provide/develop professional development to the building staff if requested. The principal attended some of the meetings but could not attend all. The Chairs provided meeting notes to the principal within a week of the meetings.
- Lists of teacher mentor/mentee relationships and activities completed by mentors and mentees. Also included were the item analyses of completed surveys by mentors and mentees documenting successes and challenges experienced during the academic year. A summary document included the principal's proposal to address the challenges. The mentors/mentees will discuss the proposals during the upcoming year and collaboratively decide next steps.
- A building action team (BAT) was created a year ago. Membership included the following: team leaders from all content areas, parent organization officers, student council officers, and select community members.
- BAT agendas indicated that student learning and growth was a primary discussion topic, and documented efforts to involve parent & community leaders in helping to improve the program in place for monitoring and developing student leadership. This program started two years ago. Results of parent & student feedback were presented at one meeting and discussion for changes created objectives for the upcoming school year. Overall, faculty, parents, and students provided positive feedback about the program.
- Superintendent Jones was invited to a 'Coffee and Crumbs' (C&C) session at the local Community Center. Jones was surprised that the sharing was not held in the High School. Smith explained that the group agreed to rotate the location between the Community Center and the cafeteria at the High School to encourage those closer to the Community Center to attend. This meeting was led by a parent active in the Chamber of Commerce & included a time for questions and concerns by the parents and community members. At the end of the meeting, a Parent or Community member volunteers to plan the next month's agenda & lead the meeting.

Ohio Principal Performance Rating Rubric

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Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel. Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.
4.2 Principals share leadership with staff, students, parents and community members.	Principal does not define the role of the leadership team and no attempts are made to engage staff in shaping the school community, but the principal may resort to completing the tasks.	Principal occasionally shares leadership responsibilities with staff, parents, or students.	Principal consistently shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.
4.3 Principals develop and sustain leadership.	Principal provides minimal or no support to members of the leadership team; members of the leadership team are unclear about their roles.	Principal defines leadership team members’ roles and provides leadership development activities for staff.	Principal serves as a role model for leadership behaviors. Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coaches staff and student leaders. Principal builds on staff members’ skills and interest to advance the leadership capacity of all.
EVIDENCE				

SCENARIO FOR STANDARD 5: PARENT AND COMMUNITY ENGAGEMENT

Superintendent Jones reviewed Principal Smith's portfolio of evidence submitted to document activities related to standard 5. The following items were noted:

- Student test data from the State Report Card, building instructional goals, and "ways to help your child" were included in the beginning of the year principal report to parents at the first Parent/Teacher/Student Organization Meeting and to some community groups (Kiwanis, Home Depot and Wal-Mart).
- The principal utilizes the school website to highlight instructional goals, behavioral goals, and recent student test data. She included the vision statement and school goals in the early part of the school year. When the superintendent checked the website each grading period, new instructional data were presented and ways for parents to help their children were seen as links and attachments.
- The principal developed a partnership with Home Depot and Wal-Mart and is working through some meetings to design the best ways for these groups to assist instruction at the elementary school. Records of the preceding meetings are included.
- The principal attends monthly meetings of the Kiwanis and her reports about the school and work with the Kiwanis enabled them to support after-school tutoring with both money and area business people as tutors. Reports from the Kiwanis and information sent to parents show this program continues to exist.
- The principal uses her advisory group (teachers and parents) to determine the needs and possible solutions for promoting tolerance and no bullying. Minutes from meetings and handouts of the campaign against bullying are included.

The superintendent accompanied Principal Smith to a meeting with the Kiwanis, in which they are looking at ways to bring tutors and possibly some funds to the elementary school. Smith explained to the group that the changing community economics has introduced a larger variety of socio-economic and ethnic groups to the student body. While the business community sees this also, their view can be different from that of faculty responsible for instruction. Smith led the group in developing some methods to organize the tutoring providing information about how teachers can help the tutors, so feel comfortable and understand how to be successful. The Kiwanis thanked the principal for bringing Dr. Jones to the meeting.

Jones met with the principal later to discuss some ways to reach into the community to direct community initiatives on character or no bullying. While the principal has some inside programs in place for both, the issue is how to now make this a community issue. The principal has not attempted such an endeavor at this time.

Ohio Principal Performance Rating Rubric

The **Principal Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best *overall* description of the principal. Note: Ratings at each performance level above “Developing” include behaviors at the lower rating levels.

Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.				
Elements	Ineffective	Developing	Proficient	Accomplished
5.1 Principals use community resources to improve student learning.	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal attends community functions. Principal uses print and electronic media to communicate with parents.	Principal regularly represents the school at community functions and advisory groups. Principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnerships to support student achievement and school and community priorities.
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school’s instructional program. Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.3 Principals connect the school and community.	Principal does not show evidence that family and community input are used in decision-making.	Principal seeks opportunities for school and community to provide input regarding decision-making.	Principal identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Principal collaborates with school and community groups to identify resources and solutions to increase achievement among all students.

5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.
EVIDENCE				

The Ohio Principal Evaluation System

Select a principal to record and use this form to collect evidence while viewing the Clip Reel. Begin by organizing your notes by standard.

Standard	Kerry	Tresa	Evidence
1 Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.			
2 Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.			
3 School Operations, Resources & Learning Environment Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.			
4 Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.			
5 Parents and Community Engagement Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.			

Ohio Principal Performance Rating Rubric

The **Principal Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best *overall* description of the principal. Note: Ratings at each performance level above “Developing” include behaviors at the lower rating levels.

Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Developing	Proficient	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year. Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers’ professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers’ professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
1.3 Principals lead the change process for continuous improvement.	Principal does not have a plan in place for regular review of progress toward goals.	Principal articulates beliefs about teaching and learning. Principal identifies changes needed to improve student learning.	Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community. Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning.

1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
EVIDENCE				

Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Principal does not align instruction and assessment to the state standards.	Principal demonstrates the knowledge of district curriculum and assessments.	Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned.	Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas.
		Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment. Principal allocates resources to align with the curriculum and assessment needs.		Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.	Principal makes regular classroom visits and provides basic feedback on classroom instruction.	Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.	Principal guides staff in the implementation of research-based instructional practices and sets aside time for attention to crucial instructional issues during the school day.
			Principal connects teachers to other faculty for aid in the development of their instructional methods.	Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.

2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	Principal believes that all students can achieve, but fails to connect this belief with concrete actions. Principal does not confront staff member(s) who have low student expectations.	Principal monitors the identification of students of diverse abilities and supports staff in implementing state and local policies. Principal monitors achievement data.	Principal monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies. Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.	Principal is directly involved in instructional issues for all students. Principal fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.
2.4 Principals know, understand, and share relevant research.	Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	Principal shares current research and theory on effective schooling.	Principal keeps informed and shares current research and theory on effective schooling.	Principal engages staff in identifying and discussing research and theory that support the academic needs of students
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	Principal understands use of data, but fails to consistently link decision-making with data.	Principal uses data for decision-making.	Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.	Principal provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.
2.6 Principals support staff in planning and implementing research-based professional development.	Principal may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan. Professional development on instructional strategies is offered, but professional development is general and standard for all staff.	Principal identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth. Principal uses student data to identify general professional development needs for staff.	Principal uses staff input and student data to identify professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals. Principal facilitates professional development opportunities that support classroom instruction.	Principal regularly modifies short- and long-term professional goals based on analysis of student, staff, and community evidence. Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.

EVIDENCE				
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Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
Elements	Ineffective	Developing	Proficient	Accomplished
3.1 Principals establish and maintain a safe school environment.	Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	Principal communicates behavioral standards to staff, parents and students. Principal ensures that behavioral policies are applied to ensure safety for staff, parents, and students.	Principal communicates, models, and reinforces behavioral standards for staff, students, and parents. Principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.	Principal examines and modifies routines, as needed. Principal promotes and implements a school-wide system for behavioral support and intervention.
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	Principal identifies available resources to support the needs of the students and staff. Principal treats students, parents, and staff with respect.	Principal assesses how well the physical, social and cultural environment supports student and staff needs. Principal ensures that staff members treat students with respect.	Principal promotes the effective use of identified physical and cultural resources and strategies to address the physical and mental health needs of students and staff. Principal ensures that staff members treat students, parents and members of the community with respect.
3.3 Principals allocate resources, including technology, to support student and staff learning.	Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.	Principal manages the budget to support learning.	Principal develops a budget aligned to student and staff needs.	Principal assesses the use of resources, including technology, in the context of school operations and develops a budget aligned to student and staff needs. Principal procures additional financial resources for the school to support students and staff learning.
3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	Principal acknowledges that the new teachers need greater mentoring and support. Principal does not complete teacher evaluations, per guidelines or per contract.	Principal mentors and supports new and struggling teachers. The principal implements a schedule for and completes teacher evaluations based on district guidelines.	Principal supervises and evaluates all staff. The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment.	Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized and retains productive staff, and implements incentives that ensure continued motivation. The principal systematically completes teacher evaluations that include

	Principal does not link teaching assignments, retention, or feedback opportunities to the new teacher evaluation system.		Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.	substantive feedback that results in measurable improvements in instruction and assessment Principal develops a collaborative culture of teachers helping each other to improve their instruction and assessment.
3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.	Principal does not meet professional responsibilities set by both the state and local level.	Principal complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance.	Principal meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity. Principal implements procedures to comply with local, state, and federal mandates.	Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community.
EVIDENCE				

Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel. Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.
4.2 Principals share leadership with staff, students, parents and community members.	Principal does not define the role of the leadership team and no attempts are made to engage staff in shaping the school community, but the principal may resort to completing the tasks.	Principal occasionally shares leadership responsibilities with staff, parents, or students.	Principal consistently shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.
4.3 Principals develop and sustain leadership.	Principal provides minimal or no support to members of the leadership team; members of the leadership team are unclear about their roles.	Principal defines leadership team members' roles and provides leadership development activities for staff.	Principal serves as a role model for leadership behaviors. Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coaches staff and student leaders. Principal builds on staff members' skills and interest to advance the leadership capacity of all.
EVIDENCE				

Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.				
Elements	Ineffective	Developing	Proficient	Accomplished
5.1 Principals use community resources to improve student learning.	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal attends community functions. Principal uses print and electronic media to communicate with parents.	Principal regularly represents the school at community functions and advisory groups. Principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnerships to support student achievement and school and community priorities.
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.3 Principals connect the school and community.	Principal does not show evidence that family and community input are used in decision-making.	Principal seeks opportunities for school and community to provide input regarding decision-making.	Principal identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Principal collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.
EVIDENCE				

Tips and Hints for the Post-Conference

1. Make sure you have adequate and clear evidence supporting the reinforcement and refinement objective(s)
2. Check that your evidence aligns with the area you are reinforcing/refining and with the self-reflection questions.
3. Be prepared to provide practical and realistic recommendations for improving the refinement area that are based on best practices.
4. Do not reinforce and refine indicators within the same area.
5. When selecting the reinforcement and refinement areas, consider which part of the rubric would have the most impact on student achievement.
6. Always consider the principal's level of ability. One principal may need a more broad and general reinforcement and refinement; another may need much more specific and substantive areas of concentration.
7. Elicit feedback from the principal through reflective and cognitive questioning for both the reinforcement and refinement areas.
8. After the refinement section of the post conference ensure that the principal has a good understanding of how to improve the identified area and elicit feedback about how they intend to incorporate the recommendations into future lessons.

Four Key Elements of the Post-Conference

- The goal for the conference leader is to cognitively coach the participant through the use of reflective questions.
- Record 3 reflective questions you would ask the participant aligned to the area of reinforcement.
 - 1.
 - 2.
 - 3.
- Record 3 reflective questions you would ask the participant aligned to the area of refinement.
 - 1.
 - 2.
 - 3.

Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question

“How do you think the activity went?”
2. Reinforcing the Participant
 - Identify an area of Reinforcement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
3. Refining the Participant’s Skill:
 - Identify an area of Refinement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
 - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

