

**Attachment B**  
**Principal Professional Growth and Effectiveness System**  
**Draft Recommendations**

**October 14, 2013**

1. Each principal will develop, in consultation with his/her evaluator, a minimum of one (1) working conditions goals informed by the state-approved working conditions survey. The working conditions goal may be informed by other district sources of data as well.
2. The duration for the principal's working conditions goal shall be two years.
3. Principals shall have a summative evaluation every two years.
4. Measures implemented in the non-summative year shall inform the summative rating.
5. Professional growth planning shall occur annually.
6. Site visits shall occur annually.
7. An important part of superintendent training should be supporting the development of principal growth goals.
8. Training for superintendents should not be related solely to technical implementation of the system but focused on helping principals grow professionally.
9. The personnel continuum, informed by PPGES, needs to include recognition for principals meeting or exceeding expectations.
10. Districts need to ensure that an induction and mentoring program is in place for first year principals.
11. Data from the previous school year could serve as baseline data for a new principal to set goals.

**December 11, 2013**

12. PPGES should be in EDS.

13. The word local student growth needs to be made clearer especially since it is tied to ASSIST goals.
14. Make clear how the two types of student growth for principals are different from each other.
15. Need to make the system manageable for principals.
16. There should be minimum thresholds for overall performance rating and for principals system they should be:
  - If an administrator is rated Accomplished or Exemplary in four (4) or the six (6) professional practice standards for administrator, the administrator shall be rated exemplary.
  - If an administrator is rated Developing or above in four (4) of the six (6) professional practice standards for administrators, the administrator shall be rated Accomplished.
  - If an administrator is rated Developing on five (5) of the six (6) professional practice standards for administrators, the administrator shall be rated Developing.
  - If an administrator is rated Ineffective on two (2) or more standards, the administrator shall be rated Ineffective.

**January 14, 2014**

17. The following should be true about state and local student growth for principals:

State: ASSIST Goals should become the state contribution. The process for identifying the goal should not change.

Local: Should be based on school need. It may align with state goals with deeper and more specific connections. The local growth goal may target a different school need. The process will be similar to the ASSIST/NGL Goal.

One state or local goal should be focused on growth.
18. Assistant principals should be evaluated the same as principals. They should complete self-reflection, complete PGP each year, be rated on the principal performance standards, and participate in mid-year review. The assistant principal should inherit the SGGS and WCGs of the principal and used the same summative model.

Assistant principals should not have to complete the Val-Ed process and shall not complete Val-Ed on the principal.

19. The graphic illustrates the personnel continuum recommended by the PPGES as well as the decision rules for determining overall performance category for principals and assistant principals.

<b>Exemplary</b>	"Shall" have a minimum of a directed growth plan	"Shall" have a minimum of a self-directed growth plan	"Shall" have a minimum of a self-directed growth plan
<b>Accomplished</b>		"Shall" have a minimum of a self-directed growth plan	
<b>Developing</b>	"Shall" have a minimum of a directed growth plan		"Shall" have a minimum of a self-directed growth plan
<b>Ineffective</b>	<b>"Shall"</b> <b>have a minimum of a Corrective Action Plan</b> <b>(Evaluator Directed)</b>		
<b>Recommendation &amp; Consideration</b>	<b>Low</b>	<b>Expected</b>	<b>High</b>

20. The superintendent should have a role in monitoring the implementation of the PPGES.

21. Training for superintendents to evaluate principals should:

- Be face-to-face;
- Contain key training content such as sources of evidence, assurances, statutes, regulations, feedback, conferencing, determining level of growth;
- Be rolled out over time to mirror the expectations of superintendents and principals over the academic year; and
- Allow superintendents and principals to attend together.