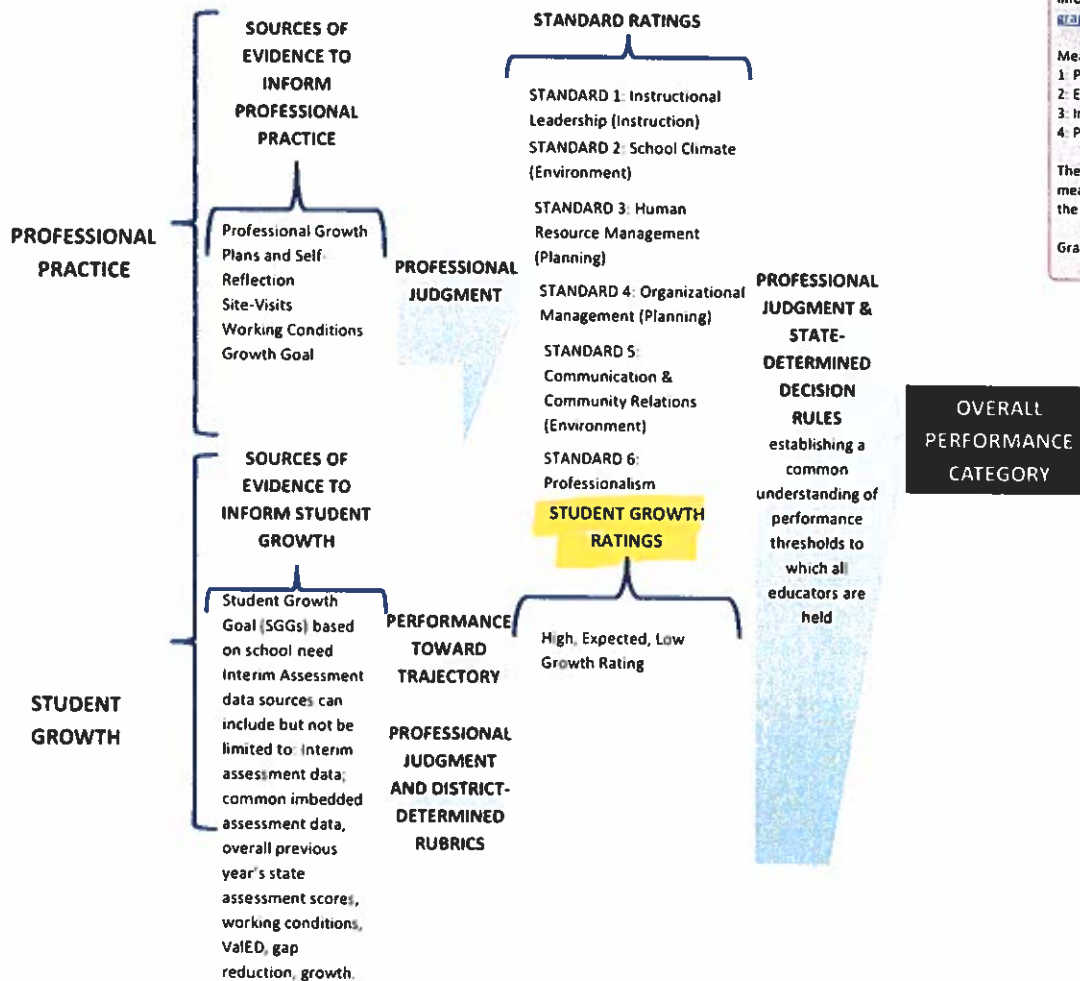# SECTION 3-P/AP

(For Principals and Assistant Principals)

Principal Professional Growth and Effectiveness – Overview and Summative Model
The following graphic outlines the summative model for the P/AP

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

Professional Growth Plans and Self-Reflection
Site-Visits
Working Conditions Growth Goal

PROFESSIONAL JUDGMENT

STANDARD RATINGS

STANDARD 1: Instructional Leadership (Instruction)
STANDARD 2: School Climate (Environment)
STANDARD 3: Human Resource Management (Planning)
STANDARD 4: Organizational Management (Planning)
STANDARD 5: Communication & Community Relations (Environment)
STANDARD 6: Professionalism

STUDENT GROWTH RATINGS

PROFESSIONAL JUDGMENT & STATE-DETERMINED DECISION RULES
establishing a common understanding of performance thresholds to which all educators are held

OVERALL PERFORMANCE CATEGORY

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

Student Growth Goal (SGGs) based on school need Interim Assessment data sources can include but not be limited to: Interim assessment data; common imbedded assessment data, overall previous year's state assessment scores, working conditions, ValED, gap reduction, growth.

PERFORMANCE TOWARD TRAJECTORY

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

High, Expected, Low Growth Rating

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards.

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Supervisors and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each standard. All ratings will be recorded in STATE-APPROVED TECHNOLOGY PLATFORM on or before June 15th.

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

DOMAIN RATINGS

PROFESSIONAL PRACTICE

REQUIRED
- Professional Growth Plans and Self-Reflection
- Site-Visit
- Working Conditions
- Annual Student Growth Goal

OPTIONAL
- Other: District-Determined – Must be identified in the CEP

PROFESSIONAL JUDGMENT

STANDARD 1: Instruction

STANDARD 2: Environment

STANDARD 3: Planning

STANDARD 4: Planning

STANDARD 5: Environment

STANDARD 6: Professionalism

- Evaluators will place all final summative ratings in the approved platform.
- Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. Examples include:
    - SBDM Minutes
    - Faculty Meeting Agendas and Minutes
    - Department/Grade Level Agendas and Minutes
    - PLC Agendas and Minutes
    - Leadership Team Agendas and Minutes
    - Instructional Round/Walk-through documentation
    - Budgets
    - EILA/Professional Learning experience documentation
    - Surveys
    - Professional Organization memberships
    - Parent/Community engagement surveys
    - Parent/Community engagement events documentation
    - School schedules