



U.S. VIRGIN ISLANDS Principal Evaluation Guidebook



U.S. Virgin Islands Principal Evaluation Guidebook

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Acknowledgments

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Dear U.S. Virgin Islands principal:

During the past few years, the U.S. Virgin Islands Department of Education (VIDE) has been prioritizing systems of support for our educators as a means of continuously improving student performance and educational equity. With your input and continued support, we continue to move forward with initiatives such as the education system improvement process, the Common Core State Standards in English language arts and mathematics, the Next Generation Science Standards, the Virgin Islands curriculum frameworks, and Common Core assessments that will ensure that our students graduate prepared for college and careers.

As a principal, you strive every day to build an environment that will prepare our students for success in college and careers. You steadfastly support your teachers and staff as they work to meet the needs of each and every student. This fact highlights the importance of your professional growth and development as the key to improving student outcomes.

The U.S. Virgin Islands principal evaluation system has been designed by and for Virgin Islands educators in order to support professional growth with accountability. The principal evaluation process reflects the national standards guiding school leadership performance and the best research on leadership practice. The principal evaluation system design was initiated by a task force of educators from American Federation of Teachers, Educational Administrators' Union, University of the Virgin Islands, Virgin Islands Board of Education and Virgin Islands Department of Education and the St. Thomas/St. John and the St. Croix school districts. The Florida and the Islands Regional Comprehensive Center (FLICC) along with experts at the American Institutes for Research supported the design.

As you read this guidebook, please notice the emphasis placed on the professional growth and development of our principals. This focus represents the commitment of VIDE to reinforcing and acknowledging your professionalism in serving our most precious resource—our children.

Thank you for your dedication to your profession.

Sincerely,

Racquel Berry-Benjamin
Acting Commissioner of Education

Introduction

Principals are critical to maintaining the vitality of our schools, supporting teacher growth, and ensuring our children have access to the best educational services. Leadership learning is important across a principal's career and is essential to remaining a vital leader in dynamic education contexts.

Performance evaluation supports professional growth by identifying areas of strength and improvement. The U.S. Virgin Islands Department of Education (VIDE) has designed an evaluation system for all principals on St. Croix, St. John, and St. Thomas to sustain and grow school leadership talent.

The procedures outlined in this U.S. Virgin Islands Principal Evaluation Guidebook are intended to further strengthen school administration through collaborative coaching conversations, strategic support of principals, and improved services to students. Principals and their supervisors can accomplish these important outcomes by working closely together.

The guidebook answers the following questions about the VIDE principal performance evaluation system:

- How will principals' practice be evaluated?
- When will the evaluation take place?
- How much time will the evaluation require of me?
- What are my responsibilities in the evaluation process?
- What standards will be used to evaluate practice?
- What measures will be used?
- What happens after the evaluation process has been completed?

The guidebook provides principals and their supervisors with general information about the performance evaluation design, implementation timelines, and responsibilities of all parties.



U.S. Virgin Islands educators from St. Croix, St. John, and St. Thomas agreed that the following definition applies to all school-level leaders, including principals.

An effective school leader promotes the academic, social, and emotional success for all students by creating conditions for optimum teaching and learning to occur in a positive school culture.

Throughout the guidebook, the following icons call attention to important ideas or features:



Terminology and Business Rules: Provides definitions of terms and procedures



Tools You Can Use: Points to corresponding forms or protocols

This guidebook begins by defining performance evaluation, and then describes business rules, standards, and rating processes, which are used to determine scores and drive professional supports. Finally, the guidebook outlines the annual evaluation procedure and timeline, paying particular attention to personnel responsibilities.

The VIDE human resources office oversees annual implementation of the principal evaluation process. If you have any questions about the principal evaluation process, please contact Employee Effectiveness System program managers in the St. Thomas-St. John and the St. Croix school districts.

The Focus of Principal Evaluation

The U.S. Virgin Islands principal evaluation system measures the quality of *practice*, which is the principal's daily actions or performance. The evaluation system does *not* focus on principals' attitudes and knowledge, which are less observable or measurable. Similarly, the system does *not* include *outcomes or results measures*, which may include student learning gains or school culture improvements. An evaluation that focuses on practice provides detailed feedback to principals on the things that they can control in order to improve.



Principal performance evaluation focuses on *practice*, which is principals' daily work. The Joint Committee on Standards for Educational Evaluation (2014) recommended performance evaluations focus on practice to provide detailed feedback on things that principals can control.

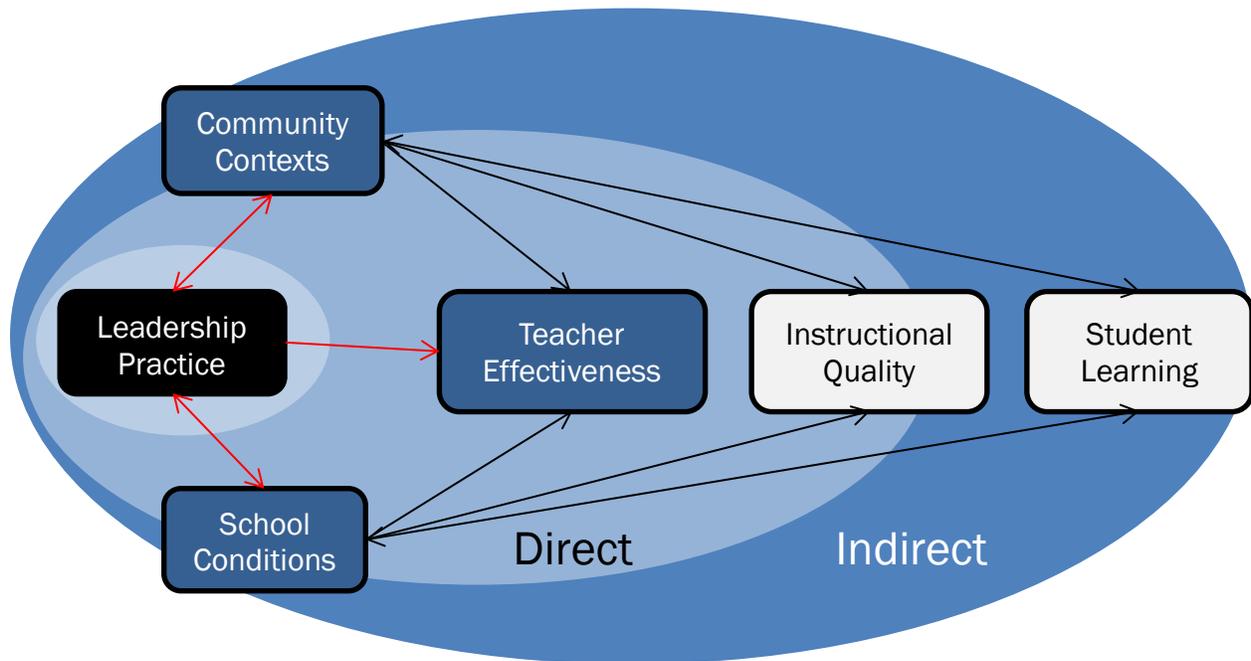
The U.S. Virgin Islands principal evaluation system is based on research on the influence of principal practice on schools, teaching, and learning. Research investigators note that school-level leadership is the second most influential factor on student achievement, after teaching quality.¹ However, principals' influence may be underestimated because it is indirect: Principals create conditions within schools for great teaching to occur by working directly with teachers and others to improve instruction, create safe learning environments, and implement policies and programs that give students access to the right services.² Principals' leadership practice is illustrated in Figure 1.

¹ Branch, Hanusek, & Rivkin, 2012; Grissom, Kalogrides, & Loeb, 2012; Hallinger & Heck, 1998; Herman, Dawson, Dee, & Fuller, 2014; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003.

² Clifford, Behrstock-Sherratt, & Feters, 2012.

The U.S. Virgin Islands principal evaluation system reflects this understanding of principals' roles and influences by including measures of principal practice and important outcomes that principals influence, such as school conditions and student learning.

Figure 1. The Ripple Effect Framework



As the red arrows in Figure 1 show, principal practice directly influences school conditions, community contexts, and teacher effectiveness. By focusing on principal practice, the evaluation system provides principals actionable feedback to influence school conditions. In turn, these actions will improve instructional quality and student learning.

Setting Expectations: The Business Rules

Performance evaluation is a systematic approach to documenting performance quality, supporting improvements, and making human resources decisions. Evaluation is one important component of the efforts of the U.S. Virgin Islands to build and maintain a highly talented educator workforce. Other components include educator certification, preparation, professional development, and retention processes.³

Systematic performance evaluation is the hallmark of professional practice. Strong principal evaluation systems clearly communicate performance expectations and establish processes for ensuring principals meet or exceed expectations.⁴ Performance evaluation provides a basis for

³ Gates, Baird, Master, Chavez-Herrias, 2019; George W. Bush Institute, 2016.

⁴ Clifford & Ross, 2012; National Association of Elementary School Principals and National Association of Secondary School Principals, 2013.

principal supervision and coaching, as data-based feedback is an essential driver of learning and improvement.

Performance evaluation always has been an aspect of educators' work in the U.S. Virgin Islands. The U.S. Virgin Islands principal evaluation provides for an annual cycle of continuous practice improvement. VIDE administrative rules outline principal evaluation, and the labor contract in each district includes language on principal evaluation commensurate with procedures outlined in this document. Educator performance evaluation is also an important federal initiative. The U.S. Virgin Islands principal evaluation system also aligns with recommendations on principal evaluation design from National Association of Elementary School Principals and National Association of Secondary School Principals.

Business rules describe the evaluation procedure, which is to be used with principals in St. Croix, St. John, and St. Thomas. The following information describes the principal evaluation business rules.

Who is evaluated? All school principals are evaluated using the U.S. Virgin Islands principal evaluation system. The principal evaluation is based on performance within the academic year. Therefore, a principal is qualified for a performance evaluation if he or she has held the principal position for three months or more during the academic year for which the evaluation occurs.

The previous performance rating can affect whether a principal is evaluated. If a principal has received a "distinguished" rating for two consecutive years prior to the evaluation year, then he or she has the option of not to be evaluated in the next two academic years.

Who evaluates principals? In the U.S. Virgin Islands, the superintendent is ultimately responsible for evaluating principals, and the superintendent may delegate that responsibility to a deputy superintendent. The superintendent or deputy superintendent is assigned annually to supervise a principal. The superintendent or deputy superintendent assigned to the principal will oversee and complete the performance evaluation procedure each year. All supervisors must complete training successfully in order to evaluate principals.

How often are principals evaluated? The principal evaluation process will be annually implemented. Each year, principals can expect to receive formative feedback in December and a performance rating or score in May of each academic year.

How, if at all, is the evaluation differentiated? The principal evaluation system is differentiated by previous performance ratings. If a principal has received a "distinguished" rating for two consecutive years prior to the evaluation year, then he or she will have the option of not to be evaluated in the next two academic years. Otherwise, all principals are evaluated according to the same system, regardless of experience level or school assignment. For performance levels, see Appendix A.

How will results be used? Principals will receive performance feedback from supervisors during a meeting convened at the end of the academic year. End-of-year feedback is intended to document and improve performance. The principal will write a professional growth plan (PGP) (see Appendix B), which is linked directly to evaluation results and school or district improvement plans. Once written, the principal submits the PGP for approval to his or her supervisor (i.e., the superintendent or his/her designee) at the beginning of the new academic year. The results also will be used for retention decisions. VIDE will use performance data to think strategically about professional development programs, preparation programs, and other workforce issues.

What is a Professional Growth Plan (PGP)? A PGP describes annual educator professional learning goals, plans, and timelines. All school-level administrators and teachers will complete a PGP each year. Principals are responsible for writing a PGP each year, and supervisors approve and support PGP implementation. Each PGP addresses three learning goals, which are linked to evaluation results and school or district improvement plans: A growth goal, an extension goal, and a school improvement goal. Principals will be evaluated on the degree to which the PGP has been completed. PGP forms are provided in Appendix B of this guidebook.

What happens if a principal receives an unsatisfactory rating? An *unsatisfactory* rating is equivalent to a *needs improvement* rating, according to the CBA (section 19). In cases where a non-probationary administrator has received an overall annual evaluation of needs improvement, the Virgin Islands Department of Education and the Educational Administrators Associations will initiate a program of staff development activities to aid the individual in improving his or her performance.

If a principal receives one *unsatisfactory* rating, then the supervisor and principal will create a plan to address performance immediately. The principal is responsible for enacting the plan immediately to improve performance, and the supervisor is responsible for increasing support and monitoring - principals' performance. Two consecutive years of an unsatisfactory rating is grounds for termination as indicated in the CBA.

What happens if a principal evaluation is not completed during an academic year? In the event that the principal evaluation is incomplete during an academic year, the incomplete evaluation will be noted in the principal's record and the principal will receive the same rating as the previous year. Principal health, familial situation, and school/district contexts are all reasons for the principal evaluation process to be incomplete. If a principal refuses to participate in the evaluation process for other reasons, then the supervisor will engage the Educational Administrators Associations to resolve issues or concerns and may assign an unsatisfactory rating for principal performance.

What happens if a principal receives a distinguished rating for two consecutive years? If the principal receives an overall rating of distinguished for two consecutive years, the principal has the option of being exempt from the performance evaluation for two subsequent consecutive years.

What happens if disagreements occur about evaluation results? If principals disagree with the evaluation results, they should acknowledge receipt of results by signing the required forms and discussing areas of disagreement with supervisors. Should a principal refuse to acknowledge receipt of performance evaluation results or the principal refuses to participate in the evaluation process, the supervisor will engage the Educational Administrators Association to resolve issues or concerns and may take disciplinary actions. Should disagreements about evaluation results occur and persist, principals should file an appeal with VIDE and the Educational Administrators Association.

When will evaluation occur and how much time will the evaluation require? A sample timeline (located at the end of this document) is provided. Table 1 provides an overview of the evaluation process and the time required for completion.

Standards and Framework: What Will Be Evaluated

Principal practice quality is described in a framework called the Five Essential Practices for School Leadership. The framework is a rubric that describes key competencies and levels of performance. The Five Essential Practices of School Leadership, which originally was developed by the American Institutes for Research (AIR), is researched-based and focused on leadership practices that matter most for improving schools, teaching, and learning.⁵ The framework describes principal practices in observable and measurable terms, articulates a performance progression of performance levels, and reflects our school context in the U.S. Virgin Islands.



The Professional Standards for Educational Leadership (PSEL) are available for download at www.npbea.org.

The Five Essential Practices of School Leadership are as follows:

1. **Build shared purpose.** The most effective leaders develop a compelling, shared organizational vision and ensure the vision is lived in the daily work of educators.
2. **Focus on learning.** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social-emotional development.
3. **Manage organizational systems.** The leader acts strategically and systematically to create safe and supportive conditions for better teaching and learning by aligning financial, human, data, and other resources.
4. **Collaborate with community.** The leader ensures parents and community organizations are engaged with the school.
5. **Lead with integrity.** The leader models professionalism by acting with integrity and making his or her learning visible.

⁵ Clifford, Feters, & Yoder, 2014.

The Five Essential Practices of School Leadership framework is located in Appendix A of this guidebook. The Five Essential Practices of School Leadership framework has been adapted from AIR to reflect educational priorities and contexts in the U.S. Virgin Islands.

The Five Essential Practices of School Leadership framework aligns with the Professional Standards for Educational Leaders (PSEL), which represent research and practitioner perspectives on educational leadership.⁶ The PSEL standards are as follows:

- Mission, vision, and core values
- Ethics and professional norms
- Equity and cultural responsiveness
- Curriculum, instruction, and assessment
- Community of care and support for students
- Professional capacity of school personnel
- Professional community for teachers and staff
- Meaningful engagement of families
- Operations and management
- School improvement

Table 1 displays the alignment between the Five Essential Practices of School Leadership framework and PSEL.⁷

Table 1. Alignment Between PSEL and the Five Essential Practices of School Leadership Framework

| Professional Standards for Educational Leaders (PSEL) | Five Essential Practices of School Leadership | | | | |
|---|---|-------------------|-------------------------------|----------------------------|---------------------|
| | Build shared purpose | Focus on learning | Manage organizational systems | Collaborate with community | Lead with integrity |
| Mission, vision, and core values | | | | | |
| Ethics and professional norms | | | | | |
| Equity and cultural responsiveness | | | | | |
| Curriculum, instruction, and assessment | | | | | |
| Community of care and support for students | | | | | |
| Professional capacity of school personnel | | | | | |
| Professional community for teachers and staff | | | | | |
| Meaningful engagement of families | | | | | |
| Operations and management | | | | | |
| School improvement | | | | | |

⁶ National Professional Board of Education Leadership, 2015.

⁷ VIDE established alignment between the Five Essential Practices of School Leadership framework and PSEL standards through external expert review.

The Five Essential Practices of School Leadership framework is organized by *indicators* and *elements*. Taken together, multiple elements describe performance on a given indicator, and multiple indicators combine to describe a practice. In the principal evaluation system, measures are aligned to elements and indicators. Principals will receive feedback on performance at the practice level and can view indicator scores.

When reading the Five Essential Practices of School Leadership framework, it is important to understand that the rubric is cumulative. This means that a higher level of performance can be attained only by displaying evidence of performance at all lower levels. For example, a *distinguished* principal rating can be attained only by displaying performance at the *unsatisfactory*, *basic*, *proficient*, and *distinguished* levels (Figure 2). When rating performance, principals and their supervisors should begin by reviewing the *basic* level elements. If evidence can be provided for all aspects of basic performance, then the principal and supervisor should consider the proficient level element. If evidence can be provided for all aspects of the proficient level, then the principal and supervisor should consider the distinguished level. However, if the basic performance level elements are not met, then the principal and supervisor should consider descriptors in the *unsatisfactory* rating level.

Figure 2. Example of Five Essential Practices of School Leadership Design

| Indicator 1.1: Implement a Vision, Mission, and Goal | | | | |
|--|--|---|---|--|
| Element | Unsatisfactory | Basic | Proficient | Distinguished |
| | The principal performing at the <i>unsatisfactory</i> level... | The principal performing at the <i>basic</i> level... | The principal performing at the <i>proficient</i> level... | The principal performing at the <i>distinguished</i> level... |
| A. | <ul style="list-style-type: none"> May not have completed the school improvement plan, the written school improvement plan lacks specificity or the alignment between district goals/initiatives, and school improvement efforts may not be clear in the written plan. Sets low or unclear expectations for others to use the school vision, mission, and goals, as represented in the school improvement plan, as a rationale for organizational decisions. School leadership teams infrequently reference school mission, vision, and goals as a rationale for decision-making. Has made little to no progress on annual objectives within the school improvement plan. | <ul style="list-style-type: none"> Has completed a written school improvement plan that aligns the school vision, mission, and annual objectives with district goals/initiatives. Ensures school leadership teams and others use the school vision, mission, and goals as a rationale for decision-making. Shows evidence of meeting annual objectives through planned programs and initiatives. | <ul style="list-style-type: none"> Uses data to monitor progress on school improvement goals and annual objectives, and to identify areas for future improvement, with particular attention to the educational attainment of students who struggle. Regularly sets aside time within school leadership teams or other staff meetings to systematically reflect on how well the school is meeting its mission and goals. | <ul style="list-style-type: none"> Coaches teacher leaders, assistant principals, or other principals on developing, enacting, and monitoring a mission, vision, and school improvement plan. |

The Two Practice Measures: How Evidence Is Collected

The U.S. Virgin Islands principal evaluation system uses two measures to assess performance on each practice. Setting these requirements establishes a system of evaluation for all principals, thus improving evaluation fairness and accuracy. The two measures used in the U.S. Virgin Islands principal evaluation system are the principal portfolio and observation, which are described as follows:



Measures gather evidence of performance for evaluation purposes.

- **Principal portfolio** is a principal-generated documentation of performance on each standard that is evaluated annually by the supervisor. The principal portfolio includes documentation of PGP completion and learning application. The portfolio can be presented electronically (e.g., presentation or video) or in written form. The portfolio is assembled throughout the academic year and is presented to the supervisor at the end of the year (usually in June). Refer to Appendix C for a detailed explanation of portfolio development.
- **Observation** is a formal method of gathering evidence about performance. Observations will be completed by the supervisor twice per academic year. One observation, occurring between September and December, is used for formative feedback and does not count toward the summative score. One observation, occurring between January and May, is used for the summative score. Refer to AIR's *Instructional Feedback Observation Guidebook* for a detailed explanation of observation processes.

Principals and supervisors will participate in training that explains each performance measure, and supervisors receive additional training to ensure measures are used properly.

Each measure contributes to the principal evaluation, although each measure does not contribute equally. Table 2 displays the alignment between required principal evaluation measures and the Five Essential Practices of School Leadership framework. As Table 2 shows, principal observation does not provide evidence for all standards. However, observation is a very powerful way of collecting performance evidence, so it is included as part of the observation system.

Table 2. Alignment Between the Principal Evaluation Measures and the Five Essential Practices of School Leadership Framework

| | Five Essential Practices of School Leadership Framework | | | | |
|-------------|---|-------------------|-------------------------------|------------------------|---------------------|
| Measures | Build shared purpose | Focus on learning | Manage organizational systems | Connect with community | Lead with integrity |
| Portfolio | | | | | |
| Observation | | | | | |

Principals may choose to gather more evidence on performance by using the prescribed measures or may supplement evidence with additional measures. The principal can ask the supervisor or peers, for example, to conduct additional observations or may include additional evidence in portfolios. Principals should discuss whether and how supplementary measures will be part of the annual performance evaluation.

Summative Scoring: How Scores Are Determined

The purpose of the principal evaluation is to promote growth and development through feedback and open discussion about current performance and career trajectory between principals and their supervisors. Scoring performance helps promote growth.

The overall principal performance score is calculated with the following weights:

- The practice score is worth 90 percent of the overall score.
- The attendance score is worth 10 percent of the overall score.

This section explains the score approach.

Calculating the Practice Score

The practice score is calculated for each of the Five Essential Practices of Leadership rubric. Each of the five essential practices is given equal weight for scoring.

The practice score is determined by averaging the scores for each of the five essential practices. A principal who scores *unsatisfactory* in any domain is assigned a 0 score, and a plan for immediate improvement must be developed for the area identified.



The principal evaluation results will be delivered annually to principals by the supervisor during a prearranged, one-on-one meeting that occurs after the end of the academic year at a time convenient to both parties. The principal supervisor will provide principals a summative evaluation report a minimum of three business days prior to the summative evaluation meeting.

Principals also will review evidence and discuss progress during a midyear check-in meeting with their supervisors, but no summative score will be provided during the midyear check-in meeting.

The supervisor is responsible for entering, checking, and reporting principal evaluation scores to the principal. The district human resources department is responsible for calculating and reporting the scores. Table 3 displays the calculation of principal practice scores.

Table 3. Example of Score Calculation

| Component | Portfolio Score | | Observation Score | = | Measures Subscore | / | Divisor | = | Practice Score | |
|---------------------------------|-----------------|---|-------------------|---|-------------------|---|---------|---|----------------|------|
| Build shared purpose | 2 | + | NA | = | 2 | / | 1 | = | 2 | |
| Focus on learning | 2 | + | NA | = | 2 | / | 1 | = | 2 | |
| Manage organizational resources | 2 | + | 3 | = | 5 | / | 2 | = | 2.5 | |
| Collaborate with community | 3 | + | NA | = | 3 | / | 1 | = | 3 | |
| Lead with integrity | 4 | + | NA | = | 4 | / | 1 | = | 4 | |
| | | | | | | | | + | | |
| Subtotal | | | | | | | | | = | 17.5 |
| Divisor | | | | | | | | | / | 5 |
| Raw score Rating | | | | | | | | | = | 2.8 |

As Table 3 indicates, a portfolio and/or observation score is entered for each of the five essential practices, based on the alignment chart (Table 2). This is called the measure subscore for each measure. Then, the “practice score” is calculated for each of the practices. Measure subscores formed by combining two measures are divided by 2, and measure subscores formed by one measure is divided by 1.

Once the practices scores are calculated, the practice scores are added together to create a subtotal. To determine the practice score, the subtotal is divided by 5.

Calculating the Attendance Score

The attendance score is included in the principal evaluation system, as it is with other USVI educator evaluation processes. The attendance score is determined by the number of

unexcused absences. An unexcused absence does not include vacation, sick or holiday leave, or out-of-school time, due to school closure or delayed start.

Principals’ work demands often require them to be outside of the school. For example, principals may participate in district-level meetings and convene off-site teacher professional development. In these cases, the principal is still attending to his or her leadership responsibilities.

To determine the attendance score, the district human resources department will tally number of unexcused absences during the academic year. Once tallied, a score is assigned according to Table 4.

Table 4. Attendance Calculation

| 1: Unsatisfactory | 2: Satisfactory | 3: Exceeds Standards | 4: Outstanding |
|---------------------|------------------|----------------------|-----------------|
| 13 or more absences | 9 to 12 absences | 5 to 8 absences | 0 to 4 absences |

Calculating the Overall Score

The overall score is determined by combining the practice score and the attendance score according to the following formula:

$$(\text{Practice score} \times .90) + (\text{Attendance score} \times .10) = \text{Performance score}$$

The superintendent is responsible for providing and explaining performance evaluation results to the principal during the summative feedback conference. Table 5 displays performance levels, and the conversion table will be updated through the pilot.

Table 5. Conversion Table

| Rating | Unsatisfactory | Basic | Proficient | Distinguished |
|-------------------|---|---|--|---|
| Descriptor | The principal displays a mix of below basic and basic scores in the majority of categories. Performance is in need of significant, immediate improvement. | The principal displays a mix of scores, the majority of which are low. Performance needs significant improvement. | The principal’s score is generally strong, according to the preponderance of evidence. | The principal’s scores are generally very strong, according to the preponderance of evidence. |

Principals are responsible for raising questions about scoring, and supervisors are responsible for explaining scores in ways that principals understand. Principals will be asked to sign a form stating that they have received evaluation scores. During the summative evaluation meeting, principals have the opportunity to discuss scores and provide additional evidence of performance. Should a principal feel that scores are unfair or inaccurate, the principal has the opportunity to appeal the scores.

Evaluation Process: How and When Evaluation Occurs

Fidelity to the evaluation process helps ensure fairness and accuracy. This section of the guidebook describes the principal evaluation process and provides a timeline for the evaluation. We have provided supervisor and principal checklists at the end of this document to help facilitate the process.

The five-step evaluation process is supported by tools and measures, which are provided in separate documents. These additional documents include the following, all of which are available from VIDE to U.S. Virgin Islands educators:

- Five Essential Practices of School Leadership framework (Appendix A)
- Professional Growth Plan (PGP) guide (Appendix B)
- Portfolio Review Process Overview (Appendix C)
- AIR principal observation guidebooks and tools (separate guidebook)

These documents include specific directions and forms for use during the evaluation process.

Principal evaluation is a five-step cycle that repeats annually. The five steps in the evaluation process are as follows:

- **Goal setting (Step 1).** The principal and supervisor review past performance and district or school plans prior to the beginning of the school year, and the principal completes a self-reflection by using the Five Essential Practices of School Leadership framework. The principal completes a PGP by using the PGP forms. The supervisor explains the evaluation process to the principal and sets an evaluation calendar for the entire academic year. Step 1 is often supported by an initial meeting. The meeting is optional, but recommended for new principals or principals new to VIDE. Appendices D through G includes a list of questions that might be addressed during the initial planning meeting, and Appendix F includes an evaluation planning form. The planning form must be submitted to the school district annually, in TalentEd.
- **Evidence gathering (Step 2).** The principal begins collecting artifacts for the portfolio, including evidence of PGP completion.
- **Midyear check-in (Step 3).** The supervisor may convene a 30-minute midyear check-in meeting with the principal to discuss progress on the PGP and portfolio, and appropriate adjustments to the PGP can be negotiated. Appendix G includes a list of questions for the midyear check-in meeting.
- **Evidence gathering (Step 4).** The supervisor observes principals' performance a minimum of one time. The principal finalizes and submits the portfolio, including evidence of PGP completion, for review.
- **Summative meeting (Step 5).** The supervisor reviews and scores all evidence in preparation for the summative meeting. All summative ratings and other forms will be sent to the principal a minimum of three business days prior to the summative meeting.

The principal and supervisor then meet for approximately one hour to discuss ratings and begin planning the PGP. The evaluation cycle then begins again. Appendix H includes a list of questions for the summative meeting.

The supervisor is ultimately responsible for the principal evaluation procedure. Teachers, VIDE staff members, staff, principals themselves, and others contribute to completion of the evaluation procedure in order to gather multiple perspectives on performance and minimize financial and time burdens on performance evaluation. Although the time required for staff varies, the following annual time requirements are based on previous experiences with similar principal evaluation systems, and estimates include training:

- Supervisors: 14 hours
- Principals: 14 hours
- Teachers: 0.5 hours
- VIDE staff: 3 hours per principal

Table 6 displays responsibilities and the time required for each step of the evaluation process. Note that the table also includes training opportunities for supporting the evaluation.

Table 6. Annual Principal Evaluation Steps and Responsibilities

| Step | Task | Principal | Supervisor | Teacher | VIDE |
|--------------------|---|---|--|---------|-------------------------------------|
| Training | Principal supervisor training | NA | Attend training | NA | Provide training |
| | Principal evaluation orientation training | Attend training | Attend training | NA | Provide training |
| | Scoring training | NA | Attend training | NA | Provide training |
| Goal Setting | Goal setting and evaluation orientation | Finalize PGP | Finalize PGP Set calendar | NA | Monitor progress |
| Evidence Gathering | Principal observation | Notify teachers Provide supervisor documents | Arrange observation Observe and score | NA | Monitor progress |
| | Gather PGP and portfolio evidence | Gather evidence | NA | NA | Support portfolio |
| Midyear Check-In | Check-in meeting | Discuss progress Adjust goals | Discuss progress Adjust goals | NA | Monitor progress |
| Evidence Gathering | Create portfolio | Gather evidence | NA | NA | NA |
| | Principal observation | Notify teachers Provide supervisor documents | Arrange observation Observe and score | NA | Monitor progress Receive results |

| Step | Task | Principal | Supervisor | Teacher | VIDE |
|-------------------|------------------------|---|---|---------|---|
| | Portfolio presentation | Discuss progress Explain portfolio | Discuss progress Rate portfolio | NA | Support presentation Receive results |
| Summative Meeting | End-of-year meeting | Discuss feedback Finalize evaluation | Discuss feedback Finalize evaluation | NA | Prepare reports Receive forms |

To provide more details on the principal evaluation procedure, Table 7 presents a timeline for a typical academic year that begins in August and ends in June. Specific due dates for a given academic year will be set by VIDE in coordination with district administrators.

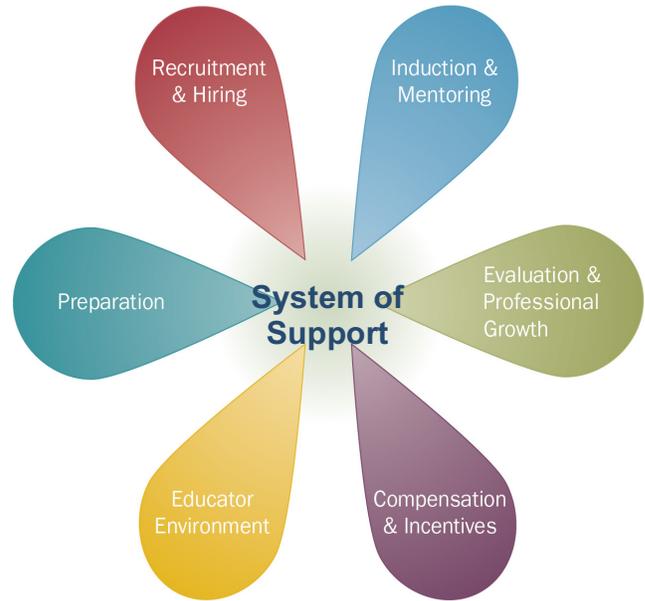
Table 7. Overview of U.S. Virgin Islands Principal Evaluation Process and Timeline

| | | Activity | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
|--------------------|-----------------------|------------------------------------|-----|---------|-----|-------------------|-----|-----|---------|-----|-------------------|-----|-----|--|
| Training | Meeting | Principal orientation training | █ | | | | | | | | | | | |
| | Meeting | Supervisor training | █ | | | | | | | | | | | |
| | Meeting | Supervisor observation calibration | | █ | | Coaching | | | | | Coaching | | | |
| | Meeting | Principal portfolio support | | | | | | █ | | | | | | |
| | Meeting | Supervisor summative scoring | | | | | | | | | | █ | | |
| | Meeting | Goal-setting meeting | █ | | | | | | | | | | | |
| Evaluation Process | Observation cycle | Preobservation meeting | | | | █ | | | | | █ | | | |
| | | Observation | | | | Flexible schedule | | | | | Flexible schedule | | | |
| | | Postobservation meeting | | | | | █ | | | | | █ | | |
| | PGP cycle | Goal-setting meeting | █ | | | | | | | | | | | |
| | | Activities and evidence | | Ongoing | | | | | | | | | | |
| | | Check-in meeting | | | | | █ | | | | | | | |
| | | Activities and evidence | | | | | | | Ongoing | | | | | |
| | Portfolio development | Artifact identification | | █ | | | | | | | | | | |
| Evidence gathering | | | | Ongoing | | | | | | | | | | |

Appendix A. Five Essential Practices of School Leadership Rubric

The Five Essential Practices of School Leadership Framework

A great school principal in every school is essential to improving school practices, teaching, and learning. We know that great principals continue to learn over time and with support from central office administration, coaches and others. In the U.S. Virgin Islands, *systems of support* are being developed to provide school-level leaders with clear, consistent support throughout their careers. Systems of support include the following processes:



- **Preparation** of school-level leaders by universities, colleges, and other programs
- **Recruitment and hiring** of principals and other leaders by school districts
- **Induction and mentoring** of leaders by coaches and other staff
- **Evaluation and professional learning**, which are interconnected and mutually informed
- **Compensation and incentives** for performance, which may be formal or informal
- **Educator environment**, which makes the teaching and learning environment safe and supportive

The Five Essential Practices of School Leadership framework is the backbone of any leadership system of support because it clarifies what principals and other school-level leaders do and how well they do it in observable and measurable terms. Rubrics like this one can help principals better understand their strengths and how to improve their work, and rubrics communicate to assistant principals, teacher-leaders and other future school leaders what principals must know and do to be successful.

The Five Essential Practices of School Leadership framework is built from a strong research base and reflects U.S. Virgin Islands educator perspectives on leading schools. The framework is intended for use with principals (another rubric has been developed for assistant principals). The framework also aligns well with the Professional Standards for Educational Leadership (PSEL) national standards for educational leaders.

Design Drivers

The Five Essential Practices of School Leadership rubric reflects a set of design principles driven by and informed by our work with educators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals. These design principles help to ensure that the framework is a useful tool for providing principals feedback and is applicable across diverse school contexts.

- **Design driver 1. Focus on what matters most.** Principals are often responsible for a multitude of school leadership tasks, from performing playground duty to coaching teachers. No evaluation system can, or should, account for every principal’s work responsibility. In designing the Five Essential Practices of School Leadership framework, we prioritized instructional leadership, school management, and effective leadership practices, as identified by the latest research and national standards for professional practice. We also aligned the framework with national standards and can work with states and districts to align the framework with local standards.
- **Design driver 2. Created by and for principals.** The National Association of Elementary School Principals and National Association of Secondary School Principals (2013) research indicates that school-level leaders are not frequently engaged in designing their own performance evaluation systems. The Five Essential Practices of School Leadership framework has been developed with extensive input from elementary, middle, and high school principals during a period of two years and has been vetted with content experts in the field to ensure that the framework indicators and elements represent relevant practice and attainable, appropriate performance levels.
- **Design driver 3. Useful for improving practice.** The Five Essential Practices of School Leadership framework provides feedback on practice for all principals, regardless of experience level or career trajectory. Coaches, principal supervisors, and other educators can use the framework to give much needed focus to their support of principal progress.
- **Design driver 4. Clearly defined performance levels.** Strong evaluation systems distinguish among levels of performance. We created a four-level framework to differentiate practice and a *below basic* level to represent the absence of the most basic leadership actions.

Framework Overview and Standards Alignment

The Five Essential Practices of School Leadership are as follows:

1. **Build shared purpose.** The leader develops a compelling, shared organizational vision and ensures the vision is “lived” in the daily work of educators.
2. **Focus on learning.** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social and emotional development.

3. **Manage organizational systems.** The leader acts strategically and systematically to create teaching and learning conditions that are safe and supportive by aligning financial resources, human capital, data, and other resources.
4. **Collaborate with community.** The leader ensures that parents and community organizations are engaged with the school.
5. **Lead with integrity.** The leader models professionalism by acting with integrity and making his or her learning visible.

The framework is **standards based** because it aligns Professional Standards for Education Leaders (National Policy Board for Educational Administration, 2015). The standards communicate what principals and other educational leaders should know, do and aspire to be. While the standards anchor the Five Essential Practices of School Leadership rubric, the standards are not appropriate for principal evaluation, preparation, and professional development because the standards describe what all educational leaders should know and do. Good rubrics are fine grained and aligned to the specific work of principals.

Table 1 displays the alignment between the Five Essential Practices of School Leadership rubric and the PSEL.

Table A1. Alignment Between the PSEL and the Five Essential Practices of School Leadership framework

| PSEL | Five Essential Practices of School Leadership | | | | |
|---|---|--------------------|----------------------------------|-----------------------------|----------------------|
| | Build shared purpose. | Focus on learning. | Manage organizational resources. | Collaborate with community. | Lead with integrity. |
| Mission, vision, and core values | | | | | |
| Ethics and professional norms | | | | | |
| Equity and cultural responsiveness | | | | | |
| Curriculum, instruction, and assessment | | | | | |
| Community of care and support for students | | | | | |
| Professional capacity of school personnel | | | | | |
| Professional community for teachers and staff | | | | | |
| Meaningful engagement of families | | | | | |
| Operations and management | | | | | |
| School improvement | | | | | |

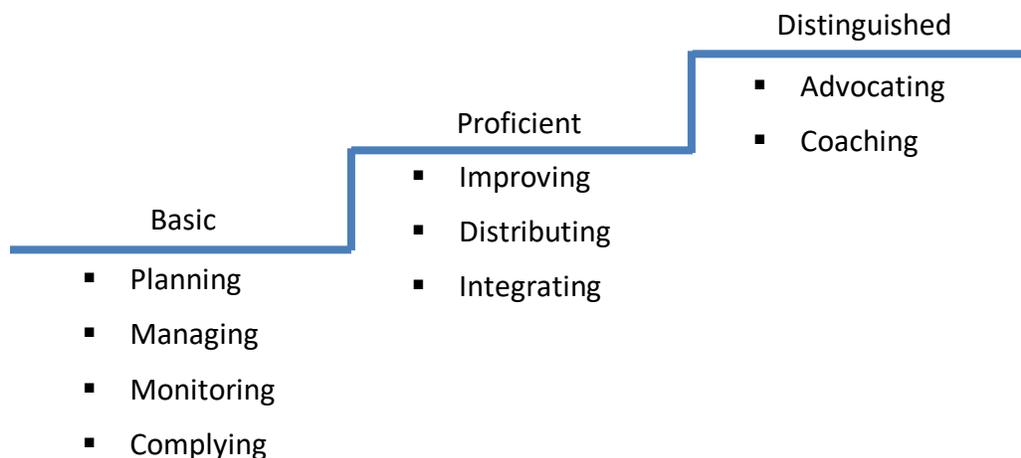
The rubric’s content is organized into principal “practices, elements, and indicators” across four performance levels. The following text provides definitions of these terms.

Practices, Elements, and Indicators. The five essential practices and indicators focus on leadership actions, rather than on principal beliefs or knowledge, in order to be observable and measurable. The framework leadership action descriptions assume that a principal may be personally responsible or may distribute responsibility for the action to others. When an action is distributed or delegated, the principal is ultimately responsible for making sure that the action occurs.

The framework document is organized to facilitate practice assessment and feedback. Each of the five essential practices includes more fine-grained descriptors called *indicators* and *elements*. A practice is described by one or more *indicators*, which are the important components of the practice. Each indicator is further described by one or more *elements*, which are the important components of the indicator. AIR-developed measures, which are aligned to the framework and provide information about how well a principal scores at the indicator level. Indicator scores are added together to obtain a total score on each of the five essential practices.

Levels of Performance. The framework describes principal practice along a continuum of four distinct performance levels: *unsatisfactory*, *basic*, *proficient*, and *distinguished*. The levels of performance are cumulative, meaning that raters should consider principal performance by beginning to read the rubric at the basic level. If a principal meets all indicators at the basic level, then raters should progress to proficient and distinguished indicators. If a principal does not meet all basic indicators, then performance is unsatisfactory. A principal cannot be considered distinguished in a given indicator unless he or she meets all criteria for being proficient, intermediate, and basic. Figure A1 provides a general overview of the behaviors, practices, and skills that characterize each performance level. The actual performance level descriptions in the framework are tailored specifically for each leadership practice and quality indicator.

Figure A1. Performance-Level Descriptors



Unsatisfactory means that principals do not demonstrate one or more practices at the basic level.

The Five Essential Practices of School Leadership Framework

Leadership Practice 1: Build Shared Purpose

| Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans | | | | |
|---|--|--|---|--|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| School improvement planning | <ul style="list-style-type: none"> May not have completed the school improvement plan, the written school improvement plan lacks specificity or the alignment between district goals/initiatives and school improvement efforts may not be clear in the written plan. Sets low or unclear expectations for others to use the school vision, mission and goals as a decision-making tool. Reports little to no progress on annual objectives within the school improvement plan. | <ul style="list-style-type: none"> Has completed a written school improvement plan that aligns the school vision, mission, and annual objectives with district goals/initiatives. Ensures school leadership teams and others use the school vision, mission, and goals as a rationale for decision-making.⁸ Shows evidence of addressing all annual objectives through planned programs and initiatives. | <ul style="list-style-type: none"> Uses data to monitor progress on school improvement goals and annual objectives, and to identify areas for future improvement, with particular attention to the educational attainment of students Regularly sets aside time within school leadership teams or other staff meetings to systematically reflect on how well the school is meeting its mission and goals.⁹ | <ul style="list-style-type: none"> Coaches teacher leaders, assistant principals, or other principals on developing, enacting, and monitoring a mission, vision, and school improvement plan, OR Contributes to the district improvement plan. |

⁸ Principals can set team performance expectations and hold teams accountable in many different ways. A principal may, for instance, require teams to submit written proposals for additional resources or new approaches with a justification about how the new approach/resources will help the school meet its vision, mission, or objectives. Principals or leadership team members may also routinely reference vision, mission, and objectives when making daily or programmatic decisions.

⁹ This might occur annually as a whole-school meeting or a department/grade-level meeting, where school performance data are shared and discussed.

Leadership Practice 2: Focus on Learning

| Indicator 2.1: Improve the Instructional Program | | | | |
|--|---|--|--|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Instructional planning | <ul style="list-style-type: none"> ▪ Supports teachers’ development of instructional plans but shows no evidence of requiring instructional plans to reflect teaching standards. ▪ Does not provide time and guidance to support personnel and other staff to coordinate services, particularly for students performing below grade level. ▪ Instruction, curriculum and assessment improvement is not systematic or routine in the school, and may occur as teachers believe it necessary, without a set schedule, form or process. | <ul style="list-style-type: none"> ▪ Requires and checks that teachers develop instructional plans that reflect standards for teaching. ▪ Requires and checks that specialized instructional support personnel and other staff coordinate services, particularly for students performing below grade level. ▪ Personally, or through others, ensures teachers implement individualized or other learning plans for students. ▪ Establishes/maintains a system for improving instruction and assessment to meet student needs that involves many teachers working together routinely with data. | <ul style="list-style-type: none"> ▪ Requires teachers to use student social, emotional, academic, disciplinary, or other data for instructional improvement. ▪ Routinely works with others to systematically improve instruction and assessment according to school district and student performance priorities. ▪ Connects teachers with professional learning, research and expertise to improve instruction and assessment plans.¹⁰ ▪ Considers improvements to instruction and assessment planning processes to be more inclusive, efficient and effective.¹¹ | <ul style="list-style-type: none"> ▪ Advocates for district policy and procedures to ensure all students have equal access to effective curricula and instruction, OR ▪ Coaches teacher leaders, assistant principals, or other principals to support instructional effectiveness among teachers. |

¹⁰ A principal could provide an article, website, or webinars/presentations that include research on best instructional and assessment practices. The principal could also connect staff with researchers or specialists, who share research information.

¹¹ The principal could annually or semiannually collect teacher survey data on the effectiveness of planning processes, or might convene department or grade-level chairs in discussion. The principal also will consider, with input from others, how to improve planning processes.

| | Indicator 2.1: Improve the Instructional Program | | | |
|-------------------------------------|---|---|---|--|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Student performance data management | <ul style="list-style-type: none"> ▪ Does not collect and report student social, emotional, academic learning, disciplinary, or other data on time or according to procedures on one or more occasions. ▪ Has not protected, personally identifiable student data on one or more occasions. | <ul style="list-style-type: none"> ▪ Collects and properly manages student social, emotional, academic learning, disciplinary, or other data. ▪ Provides the school leadership team and teachers access to student social, emotional, academic learning, disciplinary, or other data for planning purposes, according to subgroups. | <ul style="list-style-type: none"> ▪ Models correct use and interpretation of student data to identify areas improvement and root causes.¹² ▪ Provides adequate teacher support for accessing, analyzing and using student data for modifying instruction, assessment and other programs.¹³ ▪ Routinely assesses and improves schoolwide processes for student data management, access and use for planning. | <ul style="list-style-type: none"> ▪ Coaches teacher leaders, assistant principals, or other principals on effective student data analysis, including disaggregating data by student subpopulations, OR ▪ Advocates at the district level for appropriate use and analysis of student data (e.g., formative assessments, summative assessments, and data on student behavior). |

¹² The principal could model correct data use and interpretation by leading data discussions with teachers, instructional leadership team members or others, routinely.

¹³ The principal might survey or ask teachers if data access and support is adequate via survey or formal discussion. Evidence can be included in the principal portfolio.

| | Indicator 2.1: Improve the Instructional Program | | | |
|--|--|---|---|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Individual student goal setting and planning | <ul style="list-style-type: none"> Encourages teachers and other staff to set measurable, student academic and social-emotional development goals, but may not monitor completion of goals or examine the rigor/quality of goal statements. | <ul style="list-style-type: none"> Ensures that staff set rigorous, attainable, measurable, academic learning and social-emotional development goals for students, based on individual student and student subgroup data.¹⁴ Monitors student completion of academic learning and socio-emotional development goals, according to subgroup. | <ul style="list-style-type: none"> Ensures that each student’s learning plan aligns with the academic learning and student behavior goals (e.g., social and emotional skills) established for the school. Assesses the school’s progress on student academic learning, social-emotional development and disciplinary goals by examining data for disproportionate performance.¹⁵ Identifies and addresses root causes considered to be barriers to student goal attainment. | <ul style="list-style-type: none"> Coaches teachers, assistant principals, or other principals in developing, monitoring, and adjusting the school’s academic and behavior goals for students. |

¹⁴ Competency can be displayed by showing that the school has a review process in place for student learning plans, and that the review process is occurring.

¹⁵ The principal may demonstrate the indicator by showing evidence that he or she initiates an annual or more frequent review of student progress, and that the assessment includes data displays and discussions about student performance differences according to subgroup (e.g., race, socio-economic status).

| Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate | | | | |
|--|--|---|--|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Positive school and classroom climate | <ul style="list-style-type: none"> ▪ Rarely, if ever, initiates schoolwide dialogue about supporting positive school/classroom climate to promote student social, emotional and academic development. ▪ Does not gather information from students, staff or community about school/classroom climate quality and disciplinary incidents. | <ul style="list-style-type: none"> ▪ Sets schoolwide expectations for maintaining a positive, supportive and safe classroom climate that promotes student social, emotional and academic development. ▪ Annually gathers information from students, staff or community about school/classroom climate quality and disciplinary incidents. ▪ Monitors student discipline referrals and academic programming for disproportionality. | <ul style="list-style-type: none"> ▪ Uses climate and student disciplinary data to plan and revise programs/practices to improve schoolwide and classroom climate. ▪ Connects teachers with relevant research and professional development on creating positive learning environments that support student social, emotional and academic development. | <ul style="list-style-type: none"> ▪ Coaches assistant principals teacher-leaders or other principals to establish and improve positive school and classroom climate, OR ▪ Advocates at the district level for all students to regularly experience a positive classroom climate that promotes students' social and emotional learning. |

| Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate | | | | |
|--|--|--|---|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Culturally responsive and inclusive climate | <ul style="list-style-type: none"> Highlights the importance of student learning about different cultures, interacting with students of different races, ethnicities and backgrounds, but provides little to no process for monitoring and adjusting curriculum, instruction, and assessment to avoid discriminatory content. | <ul style="list-style-type: none"> With others, routinely analyzes changing student population learning background and needs. Maintains processes to review and remove discriminatory language and practices from curriculum, instruction and assessments. Encourages teachers and others to employ inclusive teaching methods that integrate student cultural and personal histories in instructional plans. | <ul style="list-style-type: none"> Leads collaborative planning on schoolwide programs and instruction to address student background and learning needs data. Ensures that students have opportunities to learn about different cultures and interact with students of different races, ethnicities, and backgrounds through classroom and schoolwide activities. Provides teachers and others access to research, expertise, and models of culturally responsive and inclusive instruction. | <ul style="list-style-type: none"> Coaches assistant principals, teacher-leaders and others on establishing instructional practices and systems that avoid discrimination, support culturally-responsive teaching, OR Advocates at the district and/or state level for programs, procedures and policies that address discriminatory practices and celebrate students' race, ethnicity, cultures, and other sources of differences. |

Leadership Practice 3: Manage Organizational Systems

| Indicator 3.1: Manage the Organizational Structure | | | | |
|--|--|--|--|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| School safety | <ul style="list-style-type: none"> ▪ May have a school safety plan in place but has not allocated appropriate staff to lead school safety, discipline, and equitable access to learning. ▪ Does not follow school safety policies, procedures or laws on one or more occasion. | <ul style="list-style-type: none"> ▪ Implements a plan to ensure that students and staff are safe. ▪ Complies with pertinent laws and policies regarding school safety by creating a detailed safety plan, which addresses potential physical and emotional threats. ▪ Establishes and communicates expectations for social interactions and school safety to staff and students. ▪ Allocates responsibility to appropriate staff to lead school safety and student discipline programs/processes. ▪ Uses school walkthroughs and other approaches to monitor school safety and safety plan implementation. | <ul style="list-style-type: none"> ▪ Models communications and social interactions with staff and students. ▪ Revises the school safety plan and its implementation, as needed and in light of data or feedback.¹⁶ ▪ Engages faculty, staff, students, and parents in identifying school safety concerns and improves the safety plan. | <ul style="list-style-type: none"> ▪ Advocates for and contributes to improved school safety and educational equity throughout the district by sharing or working to improve policies, practices and procedures, OR ▪ Coaches assistant principals, teacher-leaders and others to act on school safety, student discipline, student program participation, and student matriculation data to optimize student equity and development. |

¹⁶ To meet the indicator, the principal will need to show that the school safety plan has been adjusted to reflect data or that the safety plan does not need to be adjusted, as indicated by data.

| Indicator 3.1: Manage the Organizational Structure | | | | |
|--|--|---|--|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Distributes leadership | <ul style="list-style-type: none"> Does not have a school leadership team in place that regularly meets or does not personally lead the school leadership team. | <ul style="list-style-type: none"> Directs the school leadership team by setting agendas, convening meetings, and allocating tasks to appropriate formal and informal leaders. | <ul style="list-style-type: none"> Strategically distributes responsibilities among school leadership team members to support school management or special initiatives.¹⁷ Coordinates communications from the school leadership team to staff about schoolwide initiatives. | <ul style="list-style-type: none"> Leads or contributes to districtwide efforts to improve teacher-leadership or use of school leadership teams, OR Coaches assistant principals or teacher-leaders on effective practices for delegating responsibility. |

¹⁷ For evidence, a principal might provide an organizational chart showing how leadership responsibility is distributed and criteria for selection of leadership team or task force members.

| Indicator 3.1: Manage the Organizational Structure | | | | |
|---|---|--|--|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Teacher teams | <ul style="list-style-type: none"> ▪ Provides little to no monitoring or support of teacher team activities. ▪ Infrequently initiates schoolwide communications among faculty or does not have a formal communications process in place. | <ul style="list-style-type: none"> ▪ Supports teacher teams (e.g., departments, grade levels) with consistent meeting time, leaders, and material resources. ▪ Uses schoolwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news. ▪ Establishes and maintains professional traditions and practices in the school that engage all staff in celebrating accomplishments. | <ul style="list-style-type: none"> ▪ Works with others to optimize teacher team time for collaborative planning, substantive conversation about student learning, and continuous improvement. ▪ Works to improve trust among students, staff, and administration through timely, routine, interpersonal communication. ▪ Actively raises questions about professional activities and behaviors to disrupt stereotypes or biases that can affect staff and student engagement in school activities and equitable access to services. | <ul style="list-style-type: none"> ▪ Works with other school or district leaders to engage teachers in professional learning community activities, OR ▪ Supports assistant principals, teacher-leaders, and others to establish and evaluate teacher professional community activities. |
| Educator talent support | <ul style="list-style-type: none"> ▪ Rarely, if ever, uses educator evaluation, professional growth plan, and other staffing data to plan professional development. ▪ New and returning educators are not oriented to the school each year. | <ul style="list-style-type: none"> ▪ Uses teacher and staff data to monitor and support schoolwide, coordinated educator professional development. ▪ Annually convenes a school orientation for new and returning teachers and staff. | <ul style="list-style-type: none"> ▪ Evaluates and continuously improves schoolwide staff orientation, professional development and performance evaluation processes to increase coherence, efficiency, and effectiveness. | <ul style="list-style-type: none"> ▪ Leads or contributes to districtwide efforts to evaluate and improve educator systems of support, OR ▪ Coaches assistant principals, teacher-leaders or others to take substantive roles in staff orientation and professional development. |

| Indicator 3.2: Lead and Develop Personnel | | | | |
|---|--|--|---|--|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Professional growth plans | <ul style="list-style-type: none"> ▪ Oversees teacher and assistant principal completion of annual professional growth plans, but not all teachers or assistant principals submit plans. ▪ Encourages alignment between teacher and assistant principal professional growth plans, performance evaluation results, and career advancement goals, but many professional growth plans do not display strong alignment or some plans may be incomplete. ▪ Does not actively attempt to reduce/eliminate barriers to professional growth plan completion for educators. | <ul style="list-style-type: none"> ▪ Encourages teachers, assistant principals, and other staff successfully complete professional growth plans by the deadline. ▪ Reviews and requires edits to teacher and assistant principal professional growth plans for full completion and alignment between the plans, performance evaluation results, and career goals. ▪ Actively attempts to reduce/eliminate barriers to professional growth plan completion for teachers, assistant principals, or other staff. ▪ Leads and facilitates reflective conversations with teachers about professional growth and career paths. | <ul style="list-style-type: none"> ▪ Creates structured opportunities for teachers and other staff to lead learning for colleagues in the school. ▪ Connects assistant principals, teachers, or other staff with research, guidance documents, and experts to meet their professional development goals, as described in educator professional growth plans, as needed. ▪ Evaluates individual educator completion of professional growth plans and takes action to improve completion as needed, through individual or systems-level changes. | <ul style="list-style-type: none"> ▪ Leads or contributes to districtwide efforts at designing professional development delivery systems and/or promote better career opportunities for teacher leaders through coaching programs or other means, OR ▪ Coaches teacher leaders, assistant principals, or other principals in best practices for developing professional growth plans with staff. |

| Indicator 3.2: Lead and Develop Personnel | | | | |
|---|--|--|--|--|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Performance evaluation | <ul style="list-style-type: none"> ▪ Oversees or personally evaluates teacher or other staff performance, although not all teachers are evaluated according to district procedure. ▪ Does not fully complete assistant principal performance evaluation processes. | <ul style="list-style-type: none"> ▪ Formally evaluates teachers, assistant principals, and others according to district policies. ▪ Provides instructional feedback to teachers at a low level of quality (“basic” on the instructional feedback observation tool). | <ul style="list-style-type: none"> ▪ Informally observes teachers, assistant principals, and others between formal evaluation periods to help them improve. ▪ Provides high-quality instructional feedback to teachers (either developing, proficient, or distinguished on instructional feedback observation tool). | <ul style="list-style-type: none"> ▪ Contributes to the district’s ongoing efforts to improve the effectiveness and fairness of performance evaluation systems, OR ▪ Coaches assistant principals or other principals to improve observation accuracy, evaluation completion, or feedback quality. |

| Indicator 3.3: Manage Resources | | | | |
|---------------------------------|---|---|--|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| School finance | <ul style="list-style-type: none"> ▪ Reviews the school budget but does not operate the school within established budgetary guidelines. ▪ Allocates fiscal, human, and material resources ineffectively, in ways that establish/maintain inequities, or in a manner that is misaligned with the school mission and goals. | <ul style="list-style-type: none"> ▪ Monitors the school budget and ensures that the school operates within established budgetary guidelines. ▪ Allocates available fiscal, personnel, and material resources in an effective, legal, and equitable manner that supports the school’s vision, mission, and goals. | <ul style="list-style-type: none"> ▪ Evaluates the effective, legal, and equitable use of fiscal, personnel, space, and material resources. ▪ Collects and analyzes data from a variety of sources—including feedback from leadership team members—in evaluating resource allocations. ▪ Modifies school processes to increase efficiency while achieving the school mission. | <ul style="list-style-type: none"> ▪ Contributes to district or statewide efforts to improve the effective and efficient use of resources, OR ▪ Secures grant and other funds for new resources to improve student achievement, OR ▪ Coaches teacher leaders, assistant principals, or other principals in effective strategies and systems for managing school resources effectively and equitably. |

| Indicator 3.3: Manage Resources | | | | |
|---------------------------------|--|--|---|--|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Teaching time | <ul style="list-style-type: none"> ▪ Creates teaching schedules that are confusing, or do not reflect instructional/program demands. ▪ Makes teaching assignments based on teacher or other preferences rather than teacher data on expertise or student learning needs. ▪ May access educator professional development and staffing data, but rarely, if ever, uses data to strategically coordinate teacher professional development. | <ul style="list-style-type: none"> ▪ Creates teaching schedules that are clear for quality teaching and learning demands. ▪ Protects collaborative teacher planning time. ▪ Makes strategic teaching assignments based on teacher expertise and student learning needs. ▪ Makes strategic decisions about professional development time based on professional development, performance evaluation, or other staffing data. ▪ Protects instructional time usage by teachers. | <ul style="list-style-type: none"> ▪ Works with teachers to continuously improve instructional time and collaborative planning time in light of data and feedback. ▪ Encourages collaborative planning time be used for substantive conversation about instruction and student learning, rather than administrative updates. ▪ Collaborates with staff to improve school schedules that strategically allocate teacher expertise to meet student learning needs. ▪ Uses teacher evaluation and professional development data to continuously improve school-level professional development. | <ul style="list-style-type: none"> ▪ Coaches teacher-leaders, teachers, assistant principals, or other principals to improve instruction and use of instructional time. |

Leadership Practice 4: Collaborate With Community

| Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs | | | | |
|---|--|--|---|--|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Community engagement | <ul style="list-style-type: none"> ▪ Occasionally, engages with others in bringing community events to the school. ▪ Does not have a community communications plan in place. | <ul style="list-style-type: none"> ▪ Identifies opportunities to collaborate and address community needs within the school. ▪ Has a community engagement plan in place and is implementing the plan systematically. ▪ Oversees teacher/staff communications with community members for frequency and quality. | <ul style="list-style-type: none"> ▪ Initiates communications to inform the community about school activities and invite engagement. ▪ Based on evidence, improves collaboration among educators, families, and the community. ▪ Grows and improves mutually beneficial partnerships with businesses and community-based organizations that are aligned with the school mission. ▪ Encourages teachers and staff to substantively engage community members in curriculum and instruction. | <ul style="list-style-type: none"> ▪ Advocates for and contributes to efforts at the district or state level to effectively collaborate with families and community, OR ▪ Coaches teacher leaders, assistant principals, or other principals or administrators in effective strategies for responding to family and community needs. |

| Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs | | | | |
|--|---|---|---|--|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Partnerships for student support | <ul style="list-style-type: none"> Does not actively grow community partnerships to improve supplementary academic, health, social, safety, or other student services. | <ul style="list-style-type: none"> Maintains community partnerships for supplementary academic health, social, safety, or other student services. Assesses how well supplementary services meet student academic, health, social, and safety support needs. | <ul style="list-style-type: none"> Grows community partnerships with others to meet emerging, supplementary academic, health, social, and safety student services. | <ul style="list-style-type: none"> Engages with community leaders to co-plan supplementary student services in light of community safety, social and economic data, OR Advocates for the better use of community assets at the school or district level. |

Leadership Practice 5: Lead With Integrity

Principals lead with integrity and model responsibility through pursuit of professional learning.

| Indicator 5.1: Demonstrate Personal and Professional Responsibility | | | | |
|---|---|---|---|---|
| Element | Unsatisfactory The principal performing at the <i>unsatisfactory</i> level... | Basic The principal performing at the <i>basic</i> level... | Proficient The principal performing at the <i>proficient</i> level also... | Distinguished The principal performing at the <i>distinguished</i> level also... |
| Professional ethics | <ul style="list-style-type: none"> On one or more occasions, has not adhered to ethical and legal principles, based on state and district policies and collective bargaining agreements. On one or more occasions, has not demonstrated respect, confidentiality, or honesty in interactions with others. | <ul style="list-style-type: none"> Adheres to ethical and legal principles, based on state and district policies, and collective bargaining agreements Demonstrates respect for others, honors confidentiality, and engages in honest interactions that reflect ethical and legal principles. | <ul style="list-style-type: none"> Gathers and utilizes others' input on the ethics and integrity of personal leadership practices. Models collective responsibility by publicly taking personal responsibility for professional learning and mistakes. | <ul style="list-style-type: none"> Coaches assistant principals, or other principals, or other leaders to adhere legal principles, based on state and district policies, and collective bargaining agreements. |
| Professional learning | <ul style="list-style-type: none"> Has not completed a professional growth plan or has not met one or more professional growth goals included in the plan. | <ul style="list-style-type: none"> Completes the professional growth plan according to district policy. Sets and meets professional goals that are aligned to district and school needs. | <ul style="list-style-type: none"> Models self-reflection by evaluating one's practice and adjusting it accordingly. Pursues professional development and training to support and lead key programs and efforts in the school. Applies learning gained from the professional growth plan to change personal practices. | <ul style="list-style-type: none"> Contributes to district efforts to improve principal professional development, OR Shares professional learning with others. |

Appendix B. Principal Professional Growth Planning Forms

Professional Growth Plan Template

| | |
|---|---------------------|
| School-Level Administrator Name: | |
| School: | School Year: |
| Supervisor Name: | |
| Meeting Dates: | |
| PGP Planning Meeting: | |
| Midyear Check-In Meeting: | |
| PGP Reflection Meeting: | |

Instructions

The PGP form is designed to facilitate the school-level administrator’s professional development. The school-level administrator uses it to set PGP goals as well as to track and reflect on professional development or goal-related activities; the supervisor uses it to review and score the administrator’s PGP progress at the conclusion of the evaluation cycle.

The following three goals must be included in the plan:

- **Extension goal:** A goal addressing an area of strength that the principal would like to build on to demonstrate distinguished performance¹⁸
- **Growth goal:** A goal addressing an area of needed growth or improvement (informed by data, previous evaluation results, and self-assessment)
- **School or district goal:** A goal related to school or district improvement goals identified through the school improvement plan linked to the VIDE state priorities

Complete instructions on identifying, developing, and tracking goals, activities, and summative reflection are provided in the *Administrator Professional Growth Guidance* document.

Use multiple data sources, including student data, principal evaluation results, and school- and district-identified priorities, to develop at least three goals. Indicate the type of goal (extension, growth, or school or district), related Five Essential Practices of School Leadership and indicator, and the rationale for the goal. The goal should be written as a SMART goal.

¹⁸ If an administrator’s evaluation rating is below *proficient*, then two goals will support growth rather than including an extension goal to address an area of strength.

| Goal 1 | | | |
|---|---------------------------|--|--|
| Goal Statement (SMART goal): | | Goal Type <input type="checkbox"/> Extension <input type="checkbox"/> Growth <input type="checkbox"/> School or District | |
| Five Essential Practices of School Leadership Addressed: | | | |
| Five Essential Practices of School Leadership Indicator(s): | | | |
| Rationale (refer to student, school improvement plan, district improvement plan, or principal evaluation data): | | | |
| Proposed Professional Learning Activities | Targeted Completion Dates | Outcomes (What is the outcome of the activity?) | Application (How do you plan on applying the learned skills?) |
| | | | |

Measurement of Progress and Success in Meeting PGP Goals

Identify how progress and achievement of each goal will be measured.

| Evidence of Activity Completion and Application of Learning | Date |
|---|-----------------|
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |

Notes

Provide a description of any changes and rationale for changes.

| Description of and Rationale for Change | Date |
|---|-----------------|
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |

| Goal 2 | | | |
|---|---------------------------|--|--|
| Goal Statement (SMART goal): | | Goal Type <input type="checkbox"/> Extension <input type="checkbox"/> Growth <input type="checkbox"/> School or District | |
| Five Essential Practices of School Leadership Addressed: | | | |
| Five Essential Practices of School Leadership Indicator(s): | | | |
| Rationale (refer to student, school improvement plan, district improvement plan, or principal evaluation data): | | | |
| Proposed Professional Learning Activities | Targeted Completion Dates | Outcomes (What is the outcome of the activity?) | Application (How do you plan on applying the learned skills?) |
| | | | |

Measurement of Progress and Success in Meeting PGP Goals

Identify how progress and achievement of each goal will be measured.

| Evidence of Activity Completion and Application of Learning | Date |
|---|-----------------|
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |

Notes

Provide a description of any changes and rationale for changes.

| Description of and Rationale for Change | Date |
|---|-----------------|
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |

| Goal 3 | | | |
|---|---------------------------|--|--|
| Goal Statement (SMART goal): | | Goal Type <input type="checkbox"/> Extension <input type="checkbox"/> Growth <input type="checkbox"/> School or District | |
| Five Essential Practices of School Leadership Addressed: | | | |
| Five Essential Practices of School Leadership Indicator(s): | | | |
| Rationale (refer to student, school improvement plan, district improvement plan, or principal evaluation data): | | | |
| Proposed Professional Learning Activities | Targeted Completion Dates | Outcomes (What is the outcome of the activity?) | Application (How do you plan on applying the learned skills?) |
| | | | |

Measurement of Progress and Success in Meeting PGP Goals

Identify how progress and achievement of each goal will be measured.

| Evidence of Activity Completion and Application of Learning | Date |
|---|-----------------|
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |

Notes

Provide a description of any changes and rationale for changes.

| Description of and Rationale for Change | Goal # |
|---|-----------------|
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |
| Click here to enter text. | Choose an item. |

Signature page

I have reviewed the PGP.

Administrator _____ **Date** _____

Supervisor _____ **Date** _____

I agree with the PGP.

Administrator _____ **Date** _____

Supervisor _____ **Date** _____

I agree to modifications of the PGP.

Administrator _____ **Date** _____

Supervisor _____ **Date** _____

Performance Feedback on the PGP

| Goal | Rating |
|--|---------------------------|
| 1 | Click here to enter text. |
| 2 | Click here to enter text. |
| 3 | Click here to enter text. |
| Recommendations for Next School Year: | |

Administrator _____ **Date** _____

Supervisor _____ **Date** _____

PGP Principal Checklist

| Task | Completed |
|--|-----------|
| Review performance evaluation summative scores from the previous year. | |
| Review school and district improvement plans. | |
| Identify areas of growth on the Five Essential Practices of School Leadership framework. | |
| Identify areas of growth that align to the school and district improvement plan. | |
| Draft SMART goals. | |
| Submit SMART goals for review to supervisor. | |
| Meet with the supervisor to finalize the APGP. | |
| Leverage district and state resources for professional learning. | |
| Engage in professional learning activities. | |
| Collect evidence on completion of professional learning activities. | |
| Apply changes to personal professional practices in the school. | |
| Collect evidence on the impact of professional learning on practices and any impacts on school-level activities. | |
| Reflect on professional development progress between August and December. | |
| Organize evidence. | |
| Update the APGP form to display progress. | |
| Attend the midyear check-in meeting and adjust APGP as needed. | |
| Continue progress on APGP. | |
| Continue to engage in professional learning activities. | |
| Continue to collect evidence on completion of professional learning activities. | |
| Continue to apply changes to personal professional practices in the school. | |
| Continue to collect evidence on the impact of professional learning on practices and any impacts on school-level activities. | |
| Reflect on professional development progress between January and June. | |
| Organize evidence. | |
| Submit completed APGP forms and evidence in portfolio to supervisor. | |
| Present portfolio. | |
| Meet with the supervisor about summative evaluation results. | |
| Identify areas for improvement and support. | |

PGP Supervisor Checklist

| Task | Completed |
|--|-----------|
| Review performance evaluation summative scores from the previous year. | |
| Review school and district improvements plans. | |
| Identify areas of growth on the Five Essential Practices of School Leadership framework. | |
| Identify areas of growth that align to the school and district improvement plan. | |
| Review draft SMART goals. | |
| Schedule APGP review meeting and pre-evaluation meeting. | |
| Meet with the supervisor to finalize the APGP. | |
| Locate and leverage resources to support APGP. | |
| Schedule a midyear check-in meeting prior to December 20. | |
| Review progress on the APGP and evidence of progress. | |
| Facilitate conversation on APGP progress. | |
| Recommend adjustments, as needed, to the APGP. | |
| Locate and leverage resources to support APGP. | |
| Schedule the portfolio presentation meeting. | |
| Schedule the post-APGP meeting. | |
| Rate evidence on APGP completion. | |
| Provide feedback on APGP completion. | |
| Identify areas for improvement and support. | |

Appendix C. Portfolio Review Process Overview

Introduction to the Portfolio Review Process

This appendix provides information and forms needed to develop, present and score the Principal Portfolio. Throughout the appendix, the following icons call attention to important ideas or features:

-  Terminology and Business Rules: Provides definitions of terms and procedures
-  Tools You Can Use: Points you to corresponding forms or protocols

Additional information regarding can be found at <http://tle.vide.vi/> or by contacting the VIDE Division of Human Resources staff at evalquestions@sttj.k12.vi.

Principal Portfolio

All principals are required to develop and present a portfolio as part of their annual evaluation. The Principal Portfolio is a collection of artifacts that demonstrate performance related to leadership practices and indicators detailed in the Five Essential Practices of School Leadership framework. Artifacts are intended to represent principal practice, as opposed to being a random document collection only focused on accomplishments. Evidence for all of the practices, indicators, and elements in the Five Essential Practices for School Leadership framework must be provided in the Principal Portfolio. With input from educators on St. Thomas, St. John, and St. Croix, the VIDE Principal Portfolio process was constructed to collect a set of common and individualized artifacts to be systematically reviewed and scored.

All Principal Portfolios will be submitted and managed in BriteLocker, an electronic portfolio accessed through TalentED the U.S. Virgin Islands Department of Education (VIDE) electronic performance management system.

Portfolio Evidence

The portfolio will be reviewed according to the evidence that each principal provides, and evidence will be used during the academic year to support conversation between principals and supervisors. Evidence is a document, chart, plan, or other artifact developed in the course of work and used by the principal routinely in leading a school, and it demonstrates exemplar school leadership practice. The principal portfolio review process requires that you submit the following four pieces of evidence for review:

- The U.S. Virgin Islands System of Support plan
- Complete teacher evaluation document, which you consider representative of your work
- Professional Growth Plan completion documentation (for more information, see the VIDE professional growth planning guidebook for principals)
- Parent Engagement plan

What Is a Portfolio?

A portfolio is a collection of strategically chosen artifacts created and used in the everyday routines of a principal, which are assembled and explained by the principal for the purpose of performance evaluation. A principal portfolio consists of required common artifacts all principals use as part of processes/procedures in U.S. Virgin Islands districts and schools, as well as unique artifacts used by a principal in his or her school context.

Each of the documents should describe a plan, and evidence should be provided on progress toward the plan’s implementation benchmarks. Additionally, principals must submit one additional artifact of their choice, which provides you a platform for discussing leadership approaches for developing innovations or addressing challenges. Table C1 provides additional details.

Table C1. Artifacts for U.S. Virgin Islands Principal Portfolios

| Required Artifacts | Type of Artifact | Five Essential Practices Framework Alignment |
|---|--|--|
| Virgin Islands System of Support document (VISOS) | All principals are required to write and implement VISOS, as part of the school improvement process. The VISOS plan includes staff development, curriculum/instructional improvement, and school safety plans. All principals will submit documents showing school-level implementation of the VISOS process and plans to improve VISOS. | Indicator 1.1 Indicator 2.1 Indicator 2.2 Indicator 3.1 |
| Complete teacher evaluation documents | All principals are required to annually evaluate teachers. The principal will select one set of completed teacher evaluation forms considered representative of his/her teacher evaluation practice for review. The submission should include: Teacher Observation Danielson Framework for Teaching—1 Teacher Observation Danielson Framework for Teaching—2 | Indicator 3.1 Indicator 3.2 |

| Required Artifacts | Type of Artifact | Five Essential Practices Framework Alignment |
|--|---|--|
| | Teacher Portfolio Review Form Teacher Portfolio Scoring Form Teacher Summative Evaluation written documents Video of teacher feedback session Additionally, the principal will submit teacher evaluation completion data for his or her school. | |
| Professional Growth Plan (PGP) completion evidence | All principals include a professional growth plan using the same format in TalentEd, the electronic performance management system. The principal will submit evidence of PGP completion with his or her portfolio. | Indicator 5.1 |
| Parent Engagement plan | Each principal will submit the school parent engagement plan and evidence of parent engagement plan implementation for review. | Indicator 4.1 |
| Choice artifact | The “choice” artifact is selected by the principal to highlight new and different leadership activities occurring within the school that provides performance evidence. The choice artifact should highlight how leadership supported innovation or addressed challenges in the school. | Indicator 1.1 |

These evidence sources were selected by VIDE and the principal evaluation design committee for the following properties:

- High-density evidence: The artifact should provide rich evidence of principal leadership practice, and opportunities to discuss leadership practices with the review committee. To the extent possible, the artifacts address multiple indicators in the Five Essential Practices of School Leadership framework.
- Convenience: The artifacts should be produced during the normal course of leading schools, therefore requiring minimal additional documentation or assembly by the principal.

The artifacts were also selected because each artifact provides opportunities to discuss school leadership practice. VIDE and the principal design team selected artifacts to encourage conversation between principals and their supervisors about school leadership practice quality and improvement.

As Table C1 indicates, the principal must select and submit a choice artifact. The choice artifact is intended to provide principals an opportunity to highlight leadership practices that support instructional innovations or address instructional challenges in the school. The choice artifact will be unique to each principal, and should focus on innovations/challenges in the previous school year.

The choice artifact provides evidence related to Indicator 1.1, and, specifically, the continuous improvement process. When selecting choice artifacts, principals should consider the following questions:

1. How does the artifact’s production help the school meet its vision, mission and goals?
2. How does the artifact reflect my personal decision-making process?
3. How does the artifact reflect our decision-making process in the school?
4. How we use data to recognize the challenge or the need for the innovation?
5. How did we use data to determine whether we met the challenge or whether the innovation worked?
6. How did we reflect on how well the innovation worked or the challenge was met?

Principals should collect artifacts throughout the school year rather than waiting until the third quarter. Waiting to the last minute can result in an incomplete collection of documents put together haphazardly that do not reflect exemplar performance. All artifacts for the Principal Portfolio should be uploaded into BriteLocker through TalentED. TalentEd is the performance management system implemented by the VIDE Division of Human Resources to manage the teacher and principal evaluation processes. TalentEd includes an electronic portfolio called BriteLocker, a web-based tool to store, organize and access artifacts. Information and access to BriteLocker can be obtained by contacting Human Resources staff.

Principal Portfolio Planning Process

The Principal Portfolio process encourages collaboration between principals and their supervisor. A principal’s supervisor is the superintendent or his/her designee. The principal supervisor is responsible for overseeing the portfolio process and providing support as needed. The principal, however, is primarily responsible for assembling the artifact.

The principal portfolio planning process will be annually repeated for all VIDE principals. Figure C1 displays the annual portfolio cycle for principals.

Figure C1. Principal Portfolio Process



While the specific timing of the portfolio process may vary each year, the process will not vary considerably. The remaining sections of the guidebook describe are organized by the planning step.

- **Step 1: Portfolio planning.** Principals and supervisors meet to discuss the performance evaluation process and portfolio process at the beginning of the school year. The principal and supervisor should set expectations for the process, including planning timelines, during the meeting.
- **Step 2: Evidence gathering.** The principal is responsible for gathering portfolios based on his/her work during the academic year. At the beginning, principals should work on finalizing plans, and then documenting progress toward plan implementation.
- **Step 3: Midyear check-in.** The principal and supervisor will schedule a short, mid-year check in to discuss progress on plans and progress on portfolio production. The principal should be prepared to present and discuss evidence with the supervisor, informally.
- **Step 4: Evidence gathering.** Evidence gathering continues during the school year.
- **Step 5: Portfolio review.** The principal submits written documents to the supervisor, and then discusses the portfolio with reviewers (including the supervisor). The portfolio is then rated by reviewers, and results included in the principal performance evaluation.

Step 1: Portfolio Planning

The principal and supervisor may discuss portfolio planning at the beginning of the school year, as part of another meeting. The supervisor should discuss the principal portfolio process with all new principals. During the portfolio planning discussion, the supervisor should set expectations that the principal submits five artifacts and one artifact of his/her choice. The supervisor should also explain the portfolio review process (described below).

The following questions may be addressed during the portfolio planning meeting:

1. To what degree is the principal clear about the portfolio process?
2. What possible choice artifacts are identified to demonstrate school leadership practices linked to the Indicators in the Five Essential Practices of School Leadership framework?
3. What form might the artifacts take (e.g., written, video)?
4. When will the artifacts be collected? Does the timeline to collect artifacts allow for enough time to complete the portfolio by the due date?
5. What, if any, support does the principal need in collecting and managing artifacts?
6. What information could be shared at the mid-year check-in meeting to demonstrate progress in completing the portfolio?
7. What supplemental information or rationale will need to be provided to explain the artifacts and how they demonstrate evidence of the indicators at the end of the school year?

At the conclusion of the meeting, the principal and superintendent complete the Principal Portfolio Planning Form in TalentEd and schedule/confirm dates for the midyear check-in and portfolio presentation meetings.

Step 2: Evidence Gathering

During the year, the principal should continue to develop artifacts, as evidence of leadership performance. The principal will use Britelocker to store and manage evidence. Since the portfolio evidence consists of required forms, the principal can assign school staff to support evidence uploading.

The principal should occasionally annotate artifacts, so that leadership practices and context information can be recalled in the future. Annotating evidence occasionally will help the principal “tell the story” of the artifact, their leadership and school progress to reviewers. The principal may wish to annotate artifacts with language from the Five Essential Practices of School Leadership framework.

During the evidence gathering phase, the following questions might be answered by the principal:

1. Have the required artifacts been completed in full?
2. Have significant changes to artifacts occurred during the academic year? If so, the artifacts should be revised.
3. How well were the plans implemented? What supported implementation and what hampered it?
4. How did the principals’ leadership, working with others, support the plan’s success?
5. How did the principal distribute leadership to implement the plan?
6. Does the evidence display the principals’ role, as leader, according to the Five Essential Practices of School Leadership framework?

Step 3: Midyear Check-in

During the Mid-Year Check-In Meeting, the principal and supervisor discuss work on the Principal Portfolio. It is an opportunity to share progress in artifact collection and on PGP professional learning activities, discuss challenges, and identify possible solutions. The conversation focuses on supports needed to ensure successful completion of the Portfolio. The following Guiding Questions can be used to facilitate the Mid-Year Check-In meeting:

1. Do artifacts collected thus far provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
2. Do artifacts collected thus far provide evidence for all or most of the essential practices? If current artifacts suggest not all essential practices will be represented, what changes can be made to ensure evidence for all artifacts is collected before the portfolio presentation meeting?

3. What evidence do the artifacts collected at this point suggest about the principal's mastery of the essential practices? What changes in practice need to be made or what additional supports are needed for mastery?
4. What other information needs to be shared so that the artifacts can be evaluated fairly?
5. Are there steps the principal should take to change prior practice and make the artifacts stronger?

Step 4: Evidence Gathering

During the evidence gathering phase, principals continue development artifacts and engaging in professional learning, with support from the supervisor. The principal, through their work, generates artifacts and develops document descriptions.

Step 5: Portfolio Review

The portfolio review occurs during the fourth quarter of the school year. The portfolio review will be completed by the principal supervisor (i.e., the superintendent or his/her designee) and another reviewer. The principal will also be asked to self-reflect and score themselves based on the evidence.

Prior to the portfolio review meeting, the principal and supervisor should review the completeness of the portfolio. Then, the principal should upload finalized documents to Britelocker for the review. Artifacts and explanations should provide clear evidence of behaviors described in the elements of one or more indicators of the Five Essential Practices of School Leadership framework. In preparing artifacts and explanations for presentation, consider how effectively the artifact and explanation work together to demonstrate exemplar performance for the specific essential practice. The explanation should also include the principal's reflection on his or her performance, as indicated by the artifact and explanation.

The portfolio review meeting is an opportunity for the principal to share and answer questions about evidence. During the review meeting, the principal will discuss the artifacts and answer questions from the supervisor and other reviewer to ensure the superintendent understands the artifacts and their relationships to his or her school leadership practices. While specific questions about evidence may be raised, the following general questions may also be asked by the portfolio reviewers:

1. What was the context for the artifact's development, and how did it help address improvement efforts in your school?
2. How well does the plan or other artifact comply with law and district priorities?
3. To what extent was the plan's development informed by student or school data?
4. Who was involved in plan development, implementation, oversight, reflection and refinement? How were others involved and why were they chosen to be involved?

5. How did you know that the plan was successful? How did the plan improve teaching and learning conditions?
6. What challenges did you and other encounter during implementation, and how did you overcome the challenges?
7. What supports did you leverage, when implementing the plan?
8. How is the plan a reflection of your leadership?
9. What would you do differently?
10. How did you build leadership capacity within the school through implementation?

Once the portfolio meeting has been completed, the supervisor and other rater will evaluate the principal, based on portfolio evidence. In cases where the supervisor and other rater disagree, differences will be discussed and resolved. The Five Essential Practices of School Leadership framework will be used to rate the written and verbal information provided by the principal. The Principal Portfolio Scoring Summary form is used to score the principal's portfolio.

The practice scores are shared and included as one of three practice scores combined and used to determine summative scores for each of the essential practices. Contact the VIDE Division of Human Resources for any questions regarding this Guidebook or any aspect of the principal evaluation.

Principal Portfolio Scoring Form

Instructions: A Principal Portfolio is one of the measures used to determine a principal's summative evaluation rating. Principals can use this form when self-reflecting on their portfolio. The principal supervisor and other rater will complete the form independently, then share ratings. A final form will be submitted to VIDE that reflects raters' scores

Practice Scoring Scale

0 = Unsatisfactory 1 = Basic 2 = Proficient 3 = Distinguished

1. Build Shared Purpose: The most effective leaders develop a compelling, shared organizational vision and ensure the vision is lived in the daily work of educators.
Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans

Choose an item.

Rationale for score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

2. Focus on Learning

Indicator 2.1: Improve the Instructional Program

Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate

Choose an item.

Rationale for score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

3. Manage Organizational Systems

Indicator 3.1: Manage the Organizational Structure

Indicator 3.2: Lead and Develop Personnel Indicator 3.3: Manage Resources

Choose an item.

Rationale for score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

4. Collaborate With Community

Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

Choose an item.

Rationale for score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

5. Leadership Practice 5: Lead with Integrity: Principals lead with integrity and model responsibility through pursuit of professional learning

Indicator 5.1: Demonstrate Personal and Professional Responsibility

Choose an item.

Rationale for score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

Superintendent's comments (Optional)

Appendix D. Sample Questions for Evaluation Planning Meeting

Principal Evaluation Initial Meeting

The initial meeting between the principal and supervisor is intended to (a) set expectations for the performance evaluation, (b) establish a calendar for the evaluation, (c) identify performance evidence for the portfolio, and (d) finalize the administrator professional growth plan (PGP). The initial meeting is a one-on-one, in-person conversation between the principal and supervisor that requires, typically, one hour. This planning form is provided to principals and supervisors to guide the meeting.

Prior to the meeting, principals and supervisors should do the following:

- Review the PGP guidebook.
- Draft PGP SMART (specific, measurable, Attainable, realistic, and timely) goals.
- Review previous performance assessment results.
- Review the school and district improvement plans.
- Self-assess current performance by using the Five Essential Practices of School Leadership framework, noting strengths and weaknesses (principal only).
- Review the *U.S. Virgin Islands Principal Evaluation Guidebook*.
- Prepare questions or topics of discussion.

The following questions might be discussed during the initial meeting.

Evaluation Process Check

- Has the principal completed the evaluation orientation training?
- Has the supervisor completed the evaluation orientation training?
- What questions does the principal have about the evaluation process?
- Does the principal have a clear understanding of the purpose of the performance evaluation?
- Do the principal and supervisor know where to turn for assistance with evaluation procedures, should questions arise?
- Do the principal and supervisor have access to all performance evaluation forms?

Finalizing PGP SMART Goals

- How well are the SMART goals written? Do the goals fit the SMART form?
- What types of goals will the principal write, based on previous performance?

- On the performance review, what are the highest and lowest overall practice scores?
- What, if any, trends do you see across ratings, or how do the scores relate to one another?
- For the lowest performance evaluation ratings, which areas of improvement are most important? Review the Five Essential Practices of School Leadership performance progression pertaining to the rating. What do you need to do or learn in order to improve the scores? One of these areas may be the growth goal.
- For the highest performance evaluation ratings, which areas are most important and interesting to you in order to advance leadership practice? Review the Five Essential Practices of School Leadership performance progression pertaining to the rating. What do you need to do in order to improve scores or extend performance? One of these areas may be the extension goal.
- According to the district improvement plan, what are the priorities for improving school-level leadership?
- According to the education system improvement process (eSIP), what, if any, identified school challenges pertain to school leadership?
- How do these identified school and district leadership priorities relate to the Five Essential Practices of School Leadership evaluation scores on the most recent summative evaluation? Are these areas priorities for learning and advancement of leadership practice?
- Of the areas identified for leadership practice improvement on the district improvement plan or the eSIP, which ones are the highest priorities for professional development?
- Do the SMART goals meet the criteria set forward in the PGP (see the SMART goal checklist)?
- To what degree is the PGP ambitious?
- To what degree is the PGP feasible?
- Has the rationale for the PGP been discussed and completed?
- To what degree are resources available for the professional development plan?
- What supports does the principal need to complete the plan?
- To what degree do school conditions support the application of learning?
- What supports does the principal need to apply learning to the school?
- What documents or other evidence will the principal provide to show PGP activities completion?
- What documents or other evidence will the principal provide to show application of learning in the school environment?
- What is the timeline for PGP activities completion?

- What is the timeline for learning application in the school?
- Which aspects of the PGP will be completed by the midyear check-in?
- What are the expected outcomes in terms of changing practice?
- What are the expected outcomes for school operations of applying learning?
- Have both parties agreed to the goals?
- Are all forms completed and signed?
- Has the PGP been uploaded to TalentED?

Beginning the Portfolio Process

- What district-required artifacts will be included in the portfolio?
- What artifacts has the principal identified for inclusion in the portfolio?
- What form do the artifacts take (e.g., written, video)?
- To what degree are the artifacts representative of all Five Essential Practices of School Leadership?
- What supplementary information or rationale will the principal need to provide to explain the artifacts?
- How well do the artifacts provide evidence of the Five Essential Practices of School Leadership performance levels?
- What, if any, support does the principal need in collecting artifacts?
- What, if any, support does the principal need for managing artifacts?
- To what degree is the principal clear about the portfolio review process?
- When will artifacts be collected?
- Is the timeline correct, so that the portfolio will be submitted on time?
- What information should be submitted by the midyear check-in meeting?

Planning for Observation

- What questions does the principal have about the observation?
- When will the preobservation meeting occur?
- When will the observation occur?
- When will the postobservation meeting occur?

Planning for the Evaluation

- Have the principal and supervisor agreed to an evaluation calendar for the year that includes the following?

- Preobservation meeting in the fall
- Observation in the fall
- Postobservation meeting in the fall
- Midyear check-in meeting
- Preobservation meeting in the spring
- Observation in spring
- Postobservation meeting in the spring
- Portfolio presentation
- Summative evaluation meeting

Appendix E. Evaluation Planning Form

Evaluation Planning Form

Please use this evaluation planning form to set the performance evaluation calendar. Please insert dates into the calendar below and sign the forms.

Principal Name _____ Supervisor Name _____

School Name _____ Date _____

| Activity | VIDE Deadline | Date |
|------------------------------|---------------|------|
| Pre-Observation meeting | | |
| Observation | November 20 | |
| Post-Observation meeting | | |
| Midyear check-in meeting | January 15 | |
| Pre-Observation meeting | | |
| Observation | May 10 | |
| Post-Observation meeting | | |
| Portfolio presentation date | | |
| Summative evaluation meeting | June 20 | |

I agree to this plan.

Administrator _____ Date _____

Supervisor _____ Date _____

Appendix F. Questions for the Midyear Check-in

The midyear check-in between the principal and the supervisor provides an opportunity to monitor and adjust the principal's progress with the PGP, share initial observation results, and allow the supervisor and principal to discuss any adjustments to practice or resources needed to ensure that the principal meets goals by the end of the year. The conversation will focus on supports needed rather than on changing the goals themselves. The conversation will include checks on the principal's PGP and each of the measures used in the evaluation. At the end of the conversation, the principal and supervisor sign and date the checklist.

Sharing Observation Results

- How did the principal rate himself or herself on the observation?
- What are the areas of strength, according to the principal?
- What does the principal need to work on, according to the principal?
- How does the supervisor's observation reflect the principal's assessment of performance?
- What differences, if any, are there in supervisor and principal scores?
- Why are those differences apparent?
- What can the principal do to improve?
- How can the supervisor assist the principal?
- Does the PGP need to be adjusted on the basis of this conversation?

Checking on PGP Progress

- What progress the principal made toward the learning goals?
- How has the professional development been integrated into practice?
- What evidence do you have that learning has been integrated into practice?
- What evidence do you have that changes in leadership practice improved the school?
- Are there any changes that need to be made to the PGP? If so, what?
- What supports or resources are needed for the PGP?
- Were there any challenges to completing the action steps?
- Does the principal need to add any action steps or revise the current action steps?
- Have the resources provided during the first semester proved helpful? What additional resources can the supervisor provide?
- What further evidence will be collected to describe progress on learning goals? Is the timeline for future evidence collection still appropriate?

- What changes, if any, have occurred in the school and district environment that might affect the principal’s ability to meet goals by the end of the year?
- Do both the principal and the supervisor feel that the principal is on track to meet goals by the end of the year? If not, what changes can the principal make or what additional supports can the supervisor provide to address concerns?

Checking on Portfolio Progress

- Do the artifacts provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
- When necessary, have the principal and supervisor shared additional information about artifacts that are not clear evidence when taken in isolation? What other information needs to be shared so that the supervisor can evaluate the artifacts fairly?
- What evidence do the artifacts collected at this point suggest about the principal’s mastery of standards? If the evidence suggests that the principal is not meeting standards, what changes in practice can the principal make or what additional supports can the supervisor provide?
- Do the artifacts collected so far provide evidence addressing all or most of the standards? If the current artifacts suggest that not all standards will be covered, what changes can be made to ensure that sufficient evidence will be collected by the end of the year?
- Are there steps that the principal should take to change prior practice and make the artifacts stronger evidence?

Planning for Evaluation Completion

- When might be a good time for the supervisor to conduct a second observation?
- Has contact between the supervisor and the principal gone according to plan? What concerns do the participants have about the nature of communication between them so far? Do plans for regular communication need to be adapted for the second semester?
- Will there be any additional target dates for activities related to the PGP or elements of the evaluation process?
- Is the point person in place for the VAL-ED survey, and have dates been confirmed? What other details need to be considered before survey administration?

Closing

- Is there anything that needs further clarification?
- Do both the principal and the supervisor still understand and accept the plan?
- Are there any questions or concerns that need additional discussion at a later date?

Appendix G. Questions for the Summative Meeting

The summative meeting between the principal and the supervisor is a time for both reflection and consideration of future goals. Prior to the meeting, the principal will complete a summative reflection providing evidence of progress toward goals. During the summative meeting, the principal and supervisor consider the principal's overall performance and progress toward attainment of goals. During the summative evaluation meeting, the principal and supervisor will review performance evidence and scores. At the end of the conversation, the principal and supervisor sign and date the checklist.

Checking on Progress

- Has the principal reviewed all ratings documents, which were delivered a minimum of three business days prior to the summative evaluation meeting?
- What questions does the principal have about the documents?
- What reflections does the principal have on his or her performance during the past year?
- What progress or growth occurred in terms of the principal being a school leader and manager?
- What performance challenges became apparent, and why did they become apparent?
- How well did the principal meet professional growth goals?

Checking on Scores

- On the basis of the evidence, what are apparent strengths in principal practice, according to the Five Essential Practices of School Leadership framework?
- On the basis of the evidence, what are some growing points in principal practice, according to the Five Essential Practices of School Leadership framework?
- To what degree does the principal agree with the strengths and growing points identified through the evaluation process?

Checking on the Process

- To what degree is the assessment accurate?
- To what degree was the assessment fair?
- How useful was the evaluation process?
- What could have been improved?

Glossary

Advocates: To publicly recommend and support in an attempt to convince.

Coaches: To formally or informally train or support another person.

Competency: A competency communicates proficient knowledge, skill, or dispositions necessary to function well as a professional, in a certain position or classification.

Culturally-responsive: A form of instruction that recognizes the importance including learners' previous experiences and histories in learning design.

Disproportionality: The ratio between the percentage of people in racial/ethnic, gender or other group receiving services (e.g., education) and the percentage of the sample groups in the overall population.

Distributes: To share or give to others, as in to distribute responsibility.

Effective: In fulfillment of a function or action, or in achieving a desired or intended result.

Ensures: To make certain that something will occur.

Equitable: To be fair or impartial.

Evaluation: An examination of individual performance for the purposes of continuously improving practice and to check that performance expectations are being met. An "evaluation" may also be called "performance evaluation" or may be titled by the professional status of the person being evaluated (e.g., principal evaluation).

Faculty: A full-time or part-time teacher, paraprofessional, counselor, or other staff member who has responsibility for instruction or instructional guidance.

Legal: Conforming to the law or established rules.

Maintains: To keep in the existing state without improvement or degradation of quality.

Mission: A formal, pre-established and self-imposed objective or purpose often used to organize people or channel action.

Monitor: To watch over, keep track of or check without taking action to improve.

Professional development: Professional development includes formal or informal learning activities intended to support professional growth, such as workshops, coaching, mentoring or other learning process. Professional development may also be called "professional learning."

Professional growth plan: A formal set of objectives, activities, timeline, and responsibilities for pursuing learning to enhance work performance or talents.

Regularly: At normal, planned intervals over time.

Root cause: An underlying factor reasonably believed to influence results/outcomes. In root cause analysis, the term describes a set of approaches and tools intended to uncover problems, explain data or data trends, and provide a basis for improvement.

Support staff: A staff member is a full-time or part-time employee in the school who does not have instructional or instructional coordination/oversight responsibilities.

Social and emotional learning: A developmental process through which children and adults understand themselves, their motivations and emotions; come to manage emotions and social interactions; show empathy toward others; establish positive relationships; and make responsible decisions.

Specialized instructional support personnel: Full- or part-time educators certified and tasked to support instruction schoolwide or for certain groups of students.

Standard: A standard or “professional standard” represents a distinct knowledge, skill or disposition considered by professionals to be important to a professional classification.

Strategically: To consider multiple options and make careful, informed choices for action.

System of support: A system of support provides coherent, routine career development activities based on a set of standards to educators throughout their career span

Teacher-leader: A full-time or part-time teacher that has been recognized as an instructional leader, with specific content expertise, or systems expertise that may formally or informally work with faculty and staff in the school to improve teaching, learning and school conditions. A teacher-leader may be designated as a department chair, grade-level chair or other position permanently or temporarily.

Teacher: A faculty member with classroom instruction responsibility.

Vision: A vivid, imaginative conception representing an ideal state.

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