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 (APGP). 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 APGP guidebook.
- Draft APGP 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 *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 APGP SMART Goals

- 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 APGP (see the SMART goal checklist)?

- To what degree is the APGP ambitious?

- To what degree is the APGP feasible?

- Has the rationale for the APGP 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 APGP 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 APGP activities completion?

- What is the timeline for learning application in the school?

- Which aspects of the APGP 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 APGP 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 Vanderbilt Assessment of Leadership in Education

- Does the principal have any questions about Vanderbilt Assessment of Leadership in Education (VAL-ED)?

- Has the principal identified a VAL-ED coordinator in the school?

- When will the VAL-ED launch and close in the school?

- Is the timeline feasible and coordinated with the midyear check-in meeting?

- Does the timeline include some flexibility in case teachers do not respond in time?

- Will the school use a group-administration or individual-administration strategy?

- Has the VAL-ED planning form been submitted to the U.S. Virgin Islands Department of Education (VIDE)?

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?
  - VAL-ED launch in fall
  - VAL-ED close in fall
  - Preobservation meeting in fall
  - Observation in fall
  - Postobservation meeting in fall
  - Midyear check-in meeting
  - Portfolio presentation
  - VAL-ED launch in spring
  - VAL-ED close in spring
  - Preobservation meeting in spring
  - Observation in spring
  - Postobservation meeting in spring
  - Summative evaluation meeting

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
Preobservation meeting		
Observation	January 30	
Postobservation meeting		
VAL-ED launch date	November 20	
VAL-ED close date	December 20	
Midyear check-in meeting	January 30	
Preobservation meeting		
Observation	May 10	
Postobservation meeting		
VAL-ED launch date	April 10	
VAL-ED close date	May 10	
Portfolio presentation date		
Summative evaluation meeting	June 20	

I agree to this plan.

Administrator _____**Date**

_____

Supervisor_____**Date**