

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Title:	Wenatchee School District Teacher/Principal Evaluation Pilot	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	What role can the Teacher/Principal Evaluation Pilot play in helping the state to develop the most highly effective K-12 teacher and leader workforce in the nation?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board identified "providing a forum for reporting on teacher and principal evaluation pilot programs" as a strategy for meeting its objective to review state and local efforts to improve quality teaching and educational leadership for all students. At the July 2011 SBE meeting, the Board heard two presentations on the state's Teacher/Principal Evaluation Pilot (TPEP). OSPI staff presented an overview of the program and Anacortes staff and faculty discussed their teacher evaluation pilot. In September, Wenatchee staff will present their principal evaluation pilot. A one-page summary memo from Jon DeJong, Assistant Superintendent of Organization Development, Wenatchee School District (WSD), outlines the purpose for each of the background materials enclosed in the packet. WSD staff will refer to the materials during their presentation as they talk through the process of developing their evaluation.</p>	



August 29, 2011

Honorable Members of the State Board of Education,

I have enclosed select documents in an attempt to provide you with a broad picture of our newly developed evaluation process without overwhelming you with the nitty-gritty details. The documents were selected because I deemed them either critical to understanding our work or likely to be of particular interest to the board. The documents enclosed are as follows:

- Wenatchee Principal Evaluation Summary: Instead of sending our 12-page evaluation tool, I am sending a document that summarizes the indicators we have identified for each criterion and how they align with Bob Marzano's research on leadership behaviors.
- Criterion 8: This document provides a sample of the format that we are using for our tool. The format includes the definitions for our 4 tiers, indicators with rubric language, and artifacts that may be used as evidence of proficiency when evaluating this criterion. Indicator 8.3 demonstrates how we are attempting to use achievement data as a measure of proficiency.
- Principal Evaluation Process: We developed a process that we believe is rigorous and relevant, promotes professional growth, and provides differentiated options for principals based upon performance and experience.
- Summative Evaluation Report: A significant challenge that arose during the process was the need to develop a means for calculating a summative rating. After looking at models from around the country, we developed a unique tool that we believe is fair, balanced, reflects leadership priorities, and provides an accurate summative rating.
- Significant Impact on Student Learning Worksheet: This is a document that is intended to help principals identify growth areas on indicators that have a "significant impact on student learning." All professional growth plans will have at least one goal focused on an indicator from the Significant Impact on Student Learning Worksheet.
- Evaluation Pilot News: We used a variety of strategies to communicate our work to staff, the community, and other educators interested in our progress. Those strategies included our district web site, face-to-face meetings, e-mail, and newsletters. This is a sample of one of our newsletters.

On September 14 we will spend some time taking you through the process we followed via a PowerPoint presentation. Following that presentation we hope to spend some time reviewing these documents and answering questions. If you have any questions that may require preparation time, please feel free to contact me in advance at dejong.j@mail.wsd.wednet.edu.

Sincerely,

Jon De Jong
Assistant Superintendent of Organization Development
Wenatchee School District



Wenatchee School District Principal Evaluation Pilot

Principal Evaluation Process

Purpose: The responsibilities of the principal in any building are varied, complex, and have a direct impact on student success. The purpose of the Wenatchee School District Principal Evaluation Process is to provide principals with accountability as well as opportunities to experience professional growth in order to ensure that high quality leaders serve in every school in our District. The evaluation criteria are consistent with the requirements of ESSB 6696 and the rubrics provide clarity as to the knowledge and skills that principals must demonstrate to be effective leaders in the Wenatchee School District.

Glossary of Terms

1 on 1 Monthly Meetings: These meetings consist of a one hour meeting between supervisor and principal each month. The principal will be provided focus questions/topics/criterion for discussion prior to these meetings. A review of the Collection of Evidence binder will also be a part of these meetings. (See Appendix – One on One Meeting Schedule). These meetings will provide the primary basis for the evaluation ratings for each of the indicators.

Collection of Evidence binder: The principal will maintain a Collection of Evidence binder, organized by Criterion, which will include artifacts, documents, etc to support/demonstrate the principal's work towards proficiency with each criterion area.

Conditions: Contingencies that may adjust the summative rating based on certain criterion scores.

Criterion: The State identified evaluation criteria to be used in Principal Evaluations.

Indicator: A subcomponent of a criterion. For example, 2.1 is an indicator of Criterion 2.

Evaluation Tool: The collection of criteria, indicators, and rubrics upon which a principal's summative rating is based.

Evidence: The multiple measures that may be included for demonstrating one's level of performance on each indicator.

Focused Growth Plan: Comprised of an undetermined number of goals that are based upon the results of the self-assessment and the prior year's summative evaluation. The Focused Growth Plan is more prescriptive in nature because the goals, measures, strategies, etc. are determined by the supervisor. This is for principals in Option One and Option Two - Change in Rating.

Professional Growth Plan: Comprised of three annual goals, mutually agreed upon between supervisor and principal, that are based upon the results of the Self-Assessment and prior year's summative evaluation.

Rubric: A collection of descriptions intended to clarify the skills and knowledge required to meet particular levels of proficiency for each indicator.

Self-assessment: Using the Self-Assessment Worksheet (see Appendix), the principal rates himself/herself as *unsatisfactory, basic, proficient, or distinguished* for each of the indicators on the evaluation tool. The self-assessment is intended to encourage principals to take an in-depth look at their professional strengths and weaknesses based upon the evaluation tool. It's also intended to provide formative data to be used in professional growth plans.

Self-reflection: Using the Self-reflection Worksheet (see Appendix), the principal reviews his/her progress on the evaluation criteria and his/her professional goals. The Self-reflection Worksheet is not used in the summative evaluation, but is intended to be part of a mid-year discussion between a principal and his/her supervisor regarding the principal's progress.

Summative: The final Criteria rating.

Summative Evaluation Rating: Every principal will receive a summative rating that will fall into one of the following categories – Unsatisfactory, Basic, Proficient, Distinguished. Basic, Proficient and Distinguished will be considered an overall Satisfactory.

Evaluation Options

◆ **Option One - New Building Administrator ~ 0-3 Years:** This option will be used for the first three years of a principal's employment who is either new to the district or the profession. Principals in this evaluation option will be required to provide evidence of proficiency for all of the indicators on the evaluation tool and will be on a **Focused Growth Plan**. Although the evaluation is summative in nature, it is also designed to be formative and promote leadership growth that is differentiated based upon the needs of each principal and the school in which the principal serves. Because this is a growth model, and because this Option is for the new administrator, a principal in Option One could conceivably receive an Unsatisfactory in a criterion with no negative repercussions other than that criterion being a focus for the next year's Focused Growth Plan.

Option One Evaluation Process:

Fall


- I. Develop the Focused Growth Plan
 - a. Review the principal's self-assessment and the goal areas identified in the previous year's summative evaluation and prioritize areas of growth. These prioritized areas of growth will provide the basis for the professional goals in the Focused Growth Plan.
 - b. Enter the results from the self-assessment and summative evaluation into the Significant Impact on Student Learning Worksheet and identify a focus for one of the professional goals.
 - c. The supervisor will write a minimum of 3 professional goals, complete with measures, strategies, and action steps.
- II. The supervisor will review the Focused Growth Plan with the principal in either August or September and make adjustments as deemed appropriate. The final Focused Growth Plan will guide the principal's personal professional growth for the year and completion of the goals will be part of the Summative Evaluation.
- III. The 1 on 1 Monthly Meetings will begin in September. The principal's performance on individual criterion will be reviewed during these monthly meetings as per the annual calendar.

Winter

- I. Continue with 1 on 1 Monthly meetings as per the annual calendar.
- II. Mid-year Self-Reflection Meeting
 - a. The principal will complete the Self-Reflection Worksheet (see Appendix) which is a general review of progress on each of the 8 criterion and a review of progress on the Focused Growth Plan.

Spring

- III. Continue with 1 on1 Monthly meetings as per the annual calendar.
- IV. Submission of the Self Assessment Worksheet (see Appendix)
 - a. In **May** the principal will fill out the Self-Assessment Worksheet and submit to his/her evaluator.
 - b. The ratings will be compiled onto the summative evaluation form by evaluator.
 - c. In May or June the principal and his/her supervisor will have a Summative Evaluation Conference to discuss the Summative Evaluation Report and final rating. In addition, goal areas will be identified for the next school year.
 - d. Goal areas will be listed at the bottom of the Summative Evaluation Report

 **Option Two – Change in Position or Rating for Administrators with 4+ years of experience:** The administrator in this category has either changed administrative positions within the district, received a summative rating of “basic,” or an overall unsatisfactory rating for an individual criterion the previous year. The evaluation process is the same as Option One with the following differences:

Change in Rating – the experienced administrator, having received an overall Unsatisfactory for an individual criterion, or a summative rating of “basic” the previous year, will be placed in Option Two for **2** years. A **Focused Growth Plan** will be developed to address the area(s)

for improvement. **The administrator will follow the same evaluation process as Option One.**

Change in Position – The principal, having received Satisfactory evaluations in his/her previous position, will follow the full evaluation process for **2** years, but will be on a **Professional Growth Plan**. If the administrator has received a summative rating of “Proficient” for those two years, he/she will be eligible for Option Three.

Option Two (Change in Position) Evaluation Process:

Fall

- I. Develop the Professional Growth Plan
 - a. The principal will review his/her self-assessment and the goal areas identified in the previous year’s summative evaluation and prioritize areas of growth. These prioritized areas of growth will provide the basis for the professional goals in the Professional Growth Plan.
 - b. The principal will enter the results from the self-assessment and summative evaluation into the Significant Impact on Student Learning Worksheet and identify a focus for one of the professional goals.
 - c. The principal will write 3 professional goals, complete with measures, strategies, and action steps.
- II. The supervisor will review the Professional Growth Plan with the principal in either August or September and make adjustments as deemed appropriate. The final Professional Growth Plan will guide the principal’s personal professional growth for the year and completion of the goals will be part of the Summative Evaluation.
- III. The 1 on 1 Monthly Meetings will begin in September. The principal’s performance on individual criterion will be reviewed during these monthly meetings as per the annual calendar.

Winter

- IV. Continue with 1 on 1 Monthly meetings as per the annual calendar.
- V. Mid-year Self-Reflection Meeting
 - a. The principal will complete the Self-Reflection Worksheet (see Appendix) which is a general review of progress on each of the 8 criterion and a review of progress on the Focused Growth Plan.

Spring

- VI. Continue with 1 on1 Monthly meetings as per the annual calendar.
- VII. Submission of the Self Assessment Worksheet (see Appendix)
 - a. In **May** the principal will fill out the Self-Assessment Worksheet and submit to his/her evaluator.
 - b. The ratings will be compiled onto the summative evaluation form by evaluator.
 - c. In May or June the principal and his/her supervisor will have a Summative Evaluation Conference to discuss the Summative Evaluation Report and final rating. In addition, goal areas will be identified for the next school year.
 - d. Goal areas will be listed at the bottom of the Summative Evaluation Report

Option Three – Experienced/Proficient Administrator – 4+ Years:

The principal who has received a summative rating of proficient for 3 years in Option One or 2 years of Option Two, will be eligible for Option Three. Administrators on Option 3 will be responsible for all the Criterion areas on the Summative Evaluation. However, he/she may not have to provide evidence/measures for some of the indicators on the tool. A principal who has a “proficient” rating on both his/her Self-assessment and Summative Evaluation Report on the following indicators: 1.1, 1.2, 1.3, 3.3, 3.4, 4.1, 6.1a, 6.2, 7.1, 7.2, 7.5, will be “deemed proficient” on those indicators while on Option 3 without doing the Collection of Evidence. If the principal wants to pursue a “distinguished” rating on those indicators, he/she will have to do the Collection of Evidence. The principal will be on a **Professional Growth Plan**. This option is intended to provide the experienced and proficient principal with the opportunity to narrow his/her focus and go deeper in his/her professional growth in areas of particular interest.

Every 5 years, the principal will be required to complete one year on Option Two using the Professional Growth Plan. If the principal receives a summative rating of “basic” or “unsatisfactory” while on Option 3, he/she will no longer be eligible for Option 3. If concerns arise regarding a principal’s performance on one or more of the “deemed proficient” indicators while on Option 3, those indicators will included in the Collection of Evidence for the next school year.

Option Three Evaluation Process:

Fall

- IV. Develop the Professional Growth Plan
 - a. The principal will review his/her self-assessment and the goal areas identified in the previous year’s summative evaluation and prioritize areas of growth. These prioritized areas of growth will provide the basis for the professional goals in the Professional Growth Plan.
 - b. The principal will enter the results from the self-assessment and summative evaluation into the Significant Impact on Student Learning Worksheet and identify a focus for one of the professional goals.
 - c. The principal will write 3 professional goals, complete with measures, strategies, and action steps.
- V. The supervisor will review the Focused Growth Plan with the principal in either August or September and make adjustments as deemed appropriate. The final Professional Growth Plan will guide the principal’s personal professional growth for the year and completion of the goals will be part of the Summative Evaluation.
 - a. When the principal and his/her supervisor meet to edit and finalize the Professional Growth Plan, they will also identify each of the indicators that will be “deemed proficient” for the year and not included in the Collection of Evidence.

VI. The 1 on 1 Monthly Meetings will begin in September. The principal's performance on individual criterion will be reviewed during these monthly meetings as per the annual calendar.

Winter

VIII. Continue with 1 on 1 Monthly meetings as per the annual calendar.

IX. Mid-year Self-Reflection Meeting

- a. The principal will complete the Self-Reflection Worksheet (see Appendix) will is a general review of progress on each of the 8 criterion and a review of progress on the Focused Growth Plan.

Spring

X. Continue with 1 on1 Monthly meetings as per the annual calendar.

XI. Submission of the Self Assessment Worksheet (see Appendix)

- a. In **May** the principal will fill out the Self-Assessment Worksheet and submit to his/her evaluator.
- b. The ratings will be compiled onto the summative evaluation form by evaluator.
- c. In May or June the principal and his/her supervisor will have a Summative Evaluation Conference to discuss the Summative Evaluation Report and final rating. In addition, goal areas will be identified for the next school year.
- d. Goal areas will be listed at the bottom of the Summative Evaluation Report

Appeals Process:

Purpose: The Appeals Process serves to give a principal due process to appeal (a) evaluation ratings and/or (b) for the appropriate conducting of the evaluation process.

Process: The process for a principal wishing to appeal is the following:

- 1) submit a written response to their evaluator with a copy to the Director of Human Resources within ten days of the receipt of an evaluation,
- 2) a meeting between the principal, evaluator and Director of Human Resources will occur,
- 3) following the meeting a written response either accepting or denying the appeal will be presented to the principal within 10 days. If not satisfied with this decision, then a the same process will occur will with the Superintendent A copy of the written response will be attached to the evaluation for inclusion in the personnel file. A response by an evaluator to these response(s) of an employee is not expected.

During or as a result of the appeals process, an evaluation may be amended or a new evaluation written to replace the original.

Wenatchee S. D. Principal Evaluation

Significant Impact on Student Learning Worksheet

Instructions:

1. Using your self-assessment and summative report, enter the ratings for each of the indicators listed below. Indicate your self-assessment rating with **SA** and your evaluation rating with **EV** (see example below).
2. Identify areas of growth by first looking at indicators where both you and your evaluator gave you a rating below proficient. In the example below, indicator 5.2 would be your focus for improvement. In the event that both you and your evaluator do not both give you an below proficient rating on a single indicator, come to an agreement with your evaluator on one of the indicators that will be a focus of improvement.
3. The indicator that you have selected will be the focus of one of the professional goals that you write on your Goal-Setting Worksheet. At minimum, each year one of your professional goals must focus on an indicator that is part of "Significant Impact on Student Learning." You may choose more than one if there is no other area of your evaluation that is in need of significant attention.

Example:

Significant Impact on Student Learning	U	B	P	D
2.1 Building and classroom discipline			EV/SA	
4.2 Assists staff in the writing and use of formative and summative assessments			EV/SA	
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning		EV	SA	
4.5 Supports staff through professional development focused on state and district learning goals			EV/SA	
5.1 Promotes and monitors use of adopted curriculum		SA	EV	
5.2 Uses a variety of measures and methods for observation		EV/SA		
5.3 Uses a variety of data to monitor and improve instructional practice			EV/SA	
8.3 Student Growth Data				EV/SA

Significant Impact on Student Learning	U	B	P	D
2.1 Building and classroom discipline				
4.2 Assists staff in the writing and use of formative and summative assessments				
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning				
4.5 Supports staff through professional development focused on state and district learning goals				
5.1 Promotes and monitors use of adopted curriculum				
5.2 Uses a variety of measures and methods for observation				
5.3 Uses a variety of data to monitor and improve instructional practice				
8.3 Student Growth Data				

* Wenatchee Principal Evaluation Criteria Summary *

Criterion #1 – Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff

Criterion #2 – Providing for School Safety

Criterion #3 – Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements

Criterion #4 – Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals

Criterion #5 – Monitoring, assisting and evaluating effective instruction and assessment practices

Criterion #6 – Managing both staff and fiscal resources to support student achievement and legal responsibilities

Criterion #7 – Partnering with the school community to promote student learning

Criterion #8 – Demonstrates a commitment to closing the achievement gap

**These numbers represent the behaviors identified in Marzano's research that align with each state criterion.

Criterion #1	Criterion #2	Criterion #3
Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff	Providing for School Safety	Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements
1.1 Continuous Improvement	2.1 Building and classroom discipline	3.1 Collaboratively develops an action plan based on data
1.2 Trusting and collaborative environment	2.2 Maintains a safe physical plant	3.2 Monitors implementation and effectiveness of CIPP plan
1.3 Mission & vision focused on learning & teaching.	2.3 Crisis action plan	3.3 Ensures alignment of CIPP plan
1.4 Promoting data driven decision making	2.4 Prevention and training	3.4 Supports implementation of the CIPP plan
**2,5,6,7,8,9,14,15,18,19	**16,19	**7,8,10,14,15,19

Criterion #4	Criterion #5	Criterion #6
Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals	Monitoring, assisting and evaluating effective instruction and assessment practices	Managing both staff and fiscal resources to support student achievement and legal responsibilities
4.1 Familiar with state and district standards	5.1 Promotes and monitors use of adopted curriculum	6.1a Effectively manages human resources: recruiting and hiring
4.2 Assists staff in the writing and use of formative and summative assessments	5.2 Uses a variety of measures and methods for observation	6.1b Effectively manages human resources: evaluation process and timelines
4.3 Is familiar with and promotes district adopted instructional practices	5.3 Uses a variety of data to monitor and improve instructional practice	6.2 Effectively manages school resources and budget
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning	5.4 Uses the district evaluation process to provide staff with assistance and feedback to improve instruction	6.3 Legal and ethical practice
4.5 Supports staff through professional development focused on state and district learning goals		
**8,11,12,13,19	**12,13,14	**12,13,17,19

Criterion #7	Criterion #8
Partnering with the school community to promote student learning	Demonstrates a commitment to closing the achievement gap
7.1 Frequent and effective communication with parents and community	8.1 Uses data to align resources and programs in closing the achievement gap
7.2 Builds positive and collaborative collegial relationships	8.2 Understands factors that contribute to the achievement gap
7.3 Promotes positive and collaborative staff relationships	8.3 Student Growth Data
7.4 Understands community dynamics and considers stakeholder input when making decisions	
7.5 Promotes parent and community involvement	
**1,3,4,7,10,15,17,18,20,21	**5,10,13,14,20

Criterion #8: Demonstrate a commitment to closing the achievement gap: The Principal is knowledgeable of the factors that contribute to the achievement gap and promotes parent involvement and the use of data in aligning programs and resources to close the achievement gap.



- 1 Unsatisfactory**
Consistently does not meet expected levels of performance
- 2 Basic**
Occasionally meets expected levels of performance
- 3 Proficient**
Consistently meets expected levels of performance
- 4 Distinguished**
Consistently exceeds expected levels of performance

✓ copy & paste in front of rating

	Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
8.1 Uses data to align resources and programs in closing the achievement gap						
	Unsatisfactory	Basic	Proficient	Distinguished		
	The school administrator rarely demonstrates effective use of data for student placement and alignment of interventions. The administrator rarely monitors student progress.	The school administrator sometimes uses available data to monitor student progress and make appropriate placement. The administrator is beginning the work of aligning interventions to student needs.	The school administrator facilitates the consistent, effective use of multiple sources of data for student placement and alignment of interventions. The administrator promotes and effectively uses the district system for monitoring student progress.	The school administrator uses multiple sources of student data proactively to guide school wide, multi-tiered intervention programs that address the needs of all students. All students are placed appropriately and have access to intervention and enrichment activities within the school day.	PRTI Building Model Data Reports Master Schedule Intervention placement process/criteria	
8.2 Understands factors that contribute to the achievement gap						
	Unsatisfactory	Basic	Proficient	Distinguished		
	The school administrator rarely promotes a culture of high expectations, inclusiveness, equity, and respect among staff, students and community. The administrator does not promote parent involvement of low performing students and the building schedule and program do not reflect the demographic and academic needs of the students.	The school administrator has begun to develop a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of a limited number of strategies to improve performance in underperforming student groups.	The school administrator encourages a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, promoting active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students.	The school administrator creates and maintains a culture of high expectations, inclusiveness, equity and respect among staff, students, and community as evidenced by the incorporation of strategies to improve performance in underperforming student groups. Those strategies should include, but are not limited to: consistently monitoring student progress, the use of research-based instructional practices, active parent involvement of low performing students, developing a building schedule and programs that reflect the demographics and academic needs of the students, placing students with the greatest needs with the most skilled and experienced teachers.	CIPP Plan Professional Development Calendar Self-Reflection Activity Log PRTI Model Teacher Work Samples Master Schedule Student Monitoring Processes	
8.3 Student Growth Data						
	Unsatisfactory	Basic	Proficient	Distinguished		
	The principal cannot demonstrate that more than 59% of all students have made growth or met grade level standards in content areas identified in district accountability requirements.	The principal is able to demonstrate that 60% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.	The principal is able to demonstrate that 70% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.	The principal is able to demonstrate that 80% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Benchmark Assessments, Classroom-Based Assessments, CBPAs, WLPT, DRA, etc.	Data Reports	
Overall Rating	3 - 4	5 - 7	8 - 10	11 - 12		

Wenatchee School District Principal Evaluation Summative Report- Significant Impact/Growth



Employee Name:

School Year:

Criteria 1: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
1.1 Continuous Improvement					Add scores from all columns to get a "total score"
1.2 Trusting and collaborative environment					
1.3 Mission and vision focused on learning and teaching.					
1.4 Promoting data driven decision making					
* Overall "Rating Range"	4-6	7-10	11-14	15-16	Criterion Score
Enter "total score" under corresponding "Rating Range"					

*If an unsatisfactory rating is earned for any indicator, the overall rating for the criteria can be no higher than "Basic."

Criteria 2: Providing for School Safety					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
2.1 Building and classroom discipline					
2.2 Maintains a safe physical plant					
2.3 Crisis action plan					
2.4 Prevention and training					
* Overall Rating	**4-6	7-10	11-13	14-15	

* If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

**If the overall rating for Criteria 2 is unsatisfactory, the principal will receive a summative rating of Unsatisfactory.

Criteria 3: Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
3.1 Collaboratively develops an action plan based on data					
3.2 Monitors implementation and effectiveness of CIPP plan					
3.3 Ensures alignment of CIPP plan					
3.4 Supports implementation of the CIPP plan					
* Overall Rating	4-6	7-10	11-13	14-15	

*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

Wenatchee School District Principal Evaluation Summative Report- Significant Impact/Growth



Employee Name:

School Year:

Criteria 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
4.1 Familiar with state and district standards					
4.2 Assists staff in the writing and use of formative and summative assessments					
4.3 Is familiar with and promotes district adopted instructional practices					
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning					
4.5 Supports staff through professional development focused on state and district learning goals					
* Overall Rating	5-8	9-12	13-17	18-20	

*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

Criteria 5: Monitoring, assisting and evaluating effective instruction and assessment practices.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
5.1 Promotes and monitors use of adopted curriculum					
5.2 Uses a variety of measures and methods for observation					
5.3 Uses a variety of data to monitor and improve instructional practice					
5.4 Uses the district evaluation process to provide staff with assistance and feedback to improve instruction					
• Overall Rating	4-6	7-10	11-14	15-16	

*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

Criteria 6: Managing both staff and fiscal resources to support student achievement and legal responsibilities.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
6.1a Effectively manages human resources: recruiting and hiring					
6.1b Effectively manages human resources: evaluation process and timelines	**				
6.2 Effectively manages school resources and budget					
6.3 Legal and ethical practice					
* Overall Rating	4-6	7-10	11-14	15-16	

Wenatchee School District Principal Evaluation Summative Report- Significant Impact/Growth



Employee Name:

School Year:

*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

**If an unsatisfactory rating is earned for indicator 6.1b, the principal will receive a summative rating of unsatisfactory.

Criteria 7: Partnering with the school community to promote student learning					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
7.1 Frequent and effective communication with parents and community					
7.2 Builds positive and collaborative collegial relationships					
7.3 Promotes positive and collaborative staff relationships					
7.4 Understands community dynamics and considers stakeholder input when making decisions					
7.5 Promotes parent and community involvement					
*Overall Rating	5-8	9-12	13-17	18-20	

*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

Criteria 8: Demonstrates a commitment to closing the achievement gap					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
8.1 Uses data to align resources and programs in closing the achievement gap					
8.2 Understands factors that contribute to the achievement gap					
8.3 Student Growth Data					
*Overall Rating	3-4	5-7	8-10	11-12	

*If an unsatisfactory rating is earned for any indicator, the total rating for the criteria can be no higher than "Basic."

9-Significant Impact on Student Learning					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
2.1 Building and classroom discipline					
4.2 Assists staff in the writing and use of formative and summative assessments					
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning					
4.5 Supports staff through professional development focused on state and district learning goals					
5.1 Promotes and monitors use of adopted curriculum					
5.2 Uses a variety of measures and methods for observation					
5.3 Uses a variety of data to monitor and improve instructional practice					
8.3 Student Growth Data					
Overall Rating	8-12	13-20	21-28	29-32	

Wenatchee School District Principal Evaluation
Summative Report- Significant Impact/Growth



Employee Name:

School Year:

10- Demonstrated Professional Growth- The principal demonstrates professional growth through the achievement of professional goals.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	Did not meet any professional goals	Met 1 of 3 professional goals	Met 2 of 3 professional goals	Met all 3 professional goals	
Meets growth targets as identified in annual professional goals.					
*Overall Rating	1	2	3	4	

Wenatchee School District Principal Evaluation Summative Report- Significant Impact/Growth



Employee Name: _____

School Year: _____

Summary of Criterion Scores:

Enter the "overall rating" in the corresponding column below for each criterion.

Criterion	1	2	3	4	5	6	7	8	9	10	Total "Summative Score"
Score											

FINAL "Summative Rating:"

Enter the "Total Summative Score" below the corresponding range to derive a summative rating.

Unsatisfactory	Basic	Proficient	Distinguished
9-17	18-25	23-35	36-40
E N T E R	S C O R E	H E R E	R E

1. 3 or more unsatisfactory overall criterion ratings = an unsatisfactory summative rating.
2. A building administrator can only remain at the "basic" rating for 2 consecutive years. If an administrator is rated as "basic" for 3 consecutive years, he/she will receive a **summative** rating of "unsatisfactory" in the third year.

It is my judgment, based upon adopted criteria, that during the evaluation period covered in this report, the employee's overall performance has been:

Unsatisfactory

Basic

Proficient

Distinguished

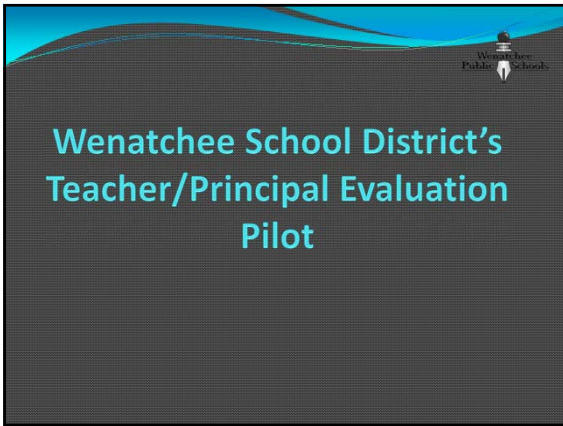
Evaluator Signature

Assistant Superintendent of Organizational Development
Title

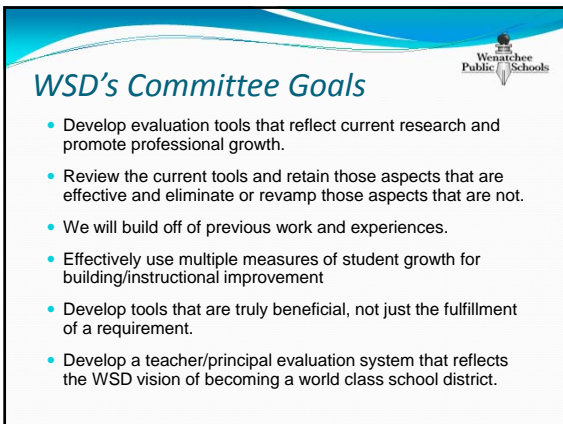
Employee response:


My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee signature _____ Date _____










The Process

Review of the Research


- Identify research-based characteristics of *effective principal evaluation* to create a **rubric** for the development of the evaluation tools.
- Identify the characteristics/standards of **effective leadership** (i.e. ISLLC, etc.).



The Process

Evaluation Tool Format


- Review current WSD evaluation tool and gather feedback on its strengths and weaknesses.
- Look at sample evaluation tools from around the U.S. using our evaluation rubric and identify aspects for implementation into the new WSD tool.
- Agree upon the format for the new evaluation tool and the 4 tier language.



The Process

Rubric Development

- Discuss and unwrap each criterion using sample evaluation tools, the “crosswalks” document, and the affinity process.
- Write the gold standard for each criterion.
- Align sub-components or indicators to each gold standard and differentiate language for each of the 4 tiers.



The Process

Development of the Evaluation Process.


- Identification of evidence/measures for evaluating each of the performance criterion.
- Created a differentiated process for evaluation, including timelines, forms for goal-setting, self-assessment/reflection, and the summative evaluation report.
- Created a weighting system for calculating a summative rating.



The Process

Implementation Plan


- Develop pilot plan
- Selection of participants
- Create a professional development plan
- Calibration training
- Develop a plan for evaluating the new tools



The Process


Communication Plan

- Newsletter
- District Website
- Meetings
 - WENEA Rep Council
 - Principals' Meeting
 - Building meetings
- Parent Involvement



Lessons Learned

- A collaborative working relationship is a must.
- We didn't know what we didn't know, so technical support from WEA and OSPI has been extremely beneficial.
- The ramifications of the "cut-line."
- An instructional framework is critical for creating a teacher evaluation tool
- The professional development for implementation will change the way we look at PD (aligned to framework vs. content specific, calibration training).
- Determining a summative rating.



Challenges- Now and in the Future

- There is not much available in the way of principal "frameworks" (AWSP, WestEd).
- Time and timelines.
- Changing our culture to provide adequate accountability and support to ensure growth.
- Refining the use of data as a measure of effectiveness and determining impact on student learning.
- Maintaining professional development in the face of diminishing resources.
