



PRINCIPAL EVALUATION PROCESS 2013-14

The framework for the principal evaluation process involves an annual evaluation as a part of a three-year cycle of performance improvement. “The Evaluation of Minnesota’s School Principals”, developed by MASA, MESPA, MASSP, and BOSA for Minnesota’s School Principals has been adapted and modified for the BHM principal evaluation process. The BHM principal evaluation process has been revised to meet statutory requirements.

The intended purpose of the principal evaluation process is to focus on continuous professional development and to assess the principal’s performance in relation to Minnesota’s K-12 Principal Competencies; these competencies have been regrouped as Core Competencies in *The Evaluation of Minnesota’s School Principals*, developed by MASA, MESPA, MASSP, and BOSA.

In the first year of the BHM cycle, a full evaluation will be conducted using the *BHM Principal Evaluation Summary*, the results of which will set the stage for ongoing performance reviews in the subsequent Years 2 and 3. Continuous growth is the central objective of an evaluation process over time. During Years 2 and 3, principals will set goals using the *BHM Principal Professional Growth Plan - CONTINUOUS IMPROVEMENT*. This growth plan will outline goals developed by both the principal and the supervisor that are targeted at desired elements of the Core Competencies.

Unless the supervisor has significant concerns about unsatisfactory performance, the principal will take the lead in conducting the evaluation process through the use of introspection and reflection as well as by gathering input from the various stakeholders with an interest in the leadership of the school. The evidence gathered by the principal is intended to provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on the Core Competencies. That evidence, coupled with a similar analysis conducted by the supervisor, will comprise the substance of the evaluation.

All principals will enter into the professional growth plan component of the cycle in Years 2-3 unless the supervisor has determined that significant concerns exist regarding the principal’s overall performance. Upon identification of significant concerns regarding overall performance, a principal will engage in a remediation plan. A growth plan will be written for and with a principal in need of remediation, and will necessarily be more directive in nature and include specific elements for targeted improvement identified on behalf of the principal by the supervisor.

Evaluations will be conducted following the schedule outlined below. The Director of Teaching &

Learning will conduct evaluations of all lead principals. The BCMS principal will conduct evaluations of the BCMS assistant principals. The BHS principal will conduct evaluations of the BHS assistant principals and the BHS Activities Director.

- Year 1: Full Evaluation of all Seven Core Competency areas**
- Year 2: Professional Growth Plan - CONTINUOUS IMPROVEMENT**
- Year 3: Professional Growth Plan - CONTINUOUS IMPROVEMENT**

PRINCIPAL EVALUATION CYCLE SCHEDULE

YEAR	1	2	3	1	2	3
2013-14	NEW DES DON MICHELLE JEFF O	DAWN TONY TOM KRIS JOHN	MATT MARK JEFF E BRANDON			
2014-15		NEW DES DON MICHELLE JEFF O	DAWN TONY TOM KRIS JOHN	MATT MARK JEFF E BRANDON		
2015-16			NEW DES DON MICHELLE JEFF O	DAWN TONY TOM KRIS JOHN	MATT MARK JEFF E BRANDON	
2016-17				NEW DES DON MICHELLE JEFF O	DAWN TONY TOM KRIS JOHN	MATT MARK JEFF E BRANDON

The principal evaluation six-step process:

Step 1	August	Orientation by Supervisor The supervisor will review the evaluation schedule and clarify expectations for the evaluation process. Summary evaluations from the last performance review may be used.
Step 2	September	Pre-Evaluation Planning by Principal The principal will, individually and without input from anyone else, engage in informal self-assessment and reflection in accordance with the Core Competencies. This introspective activity will serve as the basis for the development of preliminary goals.
Step 3	October	Pre-Conference Between the Supervisor and the Principal The principal will meet individually with the supervisor to discuss the last performance evaluation, results of the Step 2 self-analysis, preliminary

		<p>performance goals, and the Core Competencies to be included in the current evaluation process. The principal and supervisor will agree on the evidence necessary to complete the evaluation process and measure the principal's level of performance as well as discuss the system that will be used to gather, organize, and present this evidence. If the supervisor holds significant concerns regarding the principals' performance and intends to use a process that is targeted at remediation, this will be clearly communicated at the pre-conference.</p>
<p>Step 4</p>	<p>November-February</p> <p><i>1-1 meetings to check progress will be scheduled for November, January, and February</i></p>	<p>Evidence Collection</p> <p>The principal will collect the evidence agreed upon in Step 3. this may include data listed for each Core Competency included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student growth and success measured over time; and other data to document achievement of performance goals. The supervisor will observe the environment, interact with teachers and other members of the school community, and gather additional evidence to support the review.</p>
<p>Step 5</p>	<p>March</p>	<p>Principal's Synthesis</p> <p>The principal will synthesize the information obtained under Step 4 to prepare a consolidated assessment for the supervisor. This is intended to be a comprehensive review of performance since the last evaluation. The supervisor will assemble a preliminary summary assessment of the principal by gathering evidence and other data for use in the pending evaluation conference.</p>
<p>Step 6</p>	<p>March</p> <p><i>The evaluation conference will be scheduled in March, with the written summary completed by the supervisor by May 1.</i></p>	<p>Evaluation Conference Between Principal and Supervisor</p> <p>The principal and supervisor will meet to compare individual findings gathered during the evaluation process. They will discuss the prior evaluation, self-assessment, consolidated assessment, and supervisor's current summary evaluation of the principal. The principal and supervisor will agree upon performance goals and recommendations for the Professional Growth Plan. The supervisor will then generate a summary report of the evaluation that will subsequently be signed by both parties. Following this evaluation conference, the principal will develop a Professional Growth Plan in accordance with the evaluation for submission to the supervisor.</p>
		<p>Alternative Pathway</p> <p>Based on previous evaluations, significant current concerns that the supervisor might hold regarding the principal, and/or the probationary status of the principal, the steps outlined above may be subject to modification. Specifically, lead responsibility for gathering evidence and developing performance goals will then revert to the supervisor. If the supervisor intends to pursue this pathway, it will be clearly communicated in Step 3 of this process.</p>