



**RECOMMENDED REVISIONS
PRINCIPAL EVALUATION PROCESS
FEBRUARY 2013**

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STATUTORY REQUIREMENTS	BHM EVALUATION PROCESS
<p>A superintendent or designee must annually evaluate school principals using a performance-based system.</p>	<p>Evaluations is conducted following the three-year schedule created by the Director of Teaching & Learning. The Director of Teaching & Learning conducts evaluations of all lead principals. The BCMS principal conducts evaluations of the BCMS assistant principals. The BHS principal conducts evaluations of the BHS assistant principals and the BHS Activities Director. Within the three-year cycle, Year 1 includes a full evaluation of the seven core competencies. Year 2 and Year 3 include an annual professional growth plan, concentrating on at least one of the seven core competencies.</p>
<p>The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.</p>	<p>The design of the BHM Principal Evaluation includes seven core competencies that incorporate the core leadership competencies for all Minnesota administrative licenses.</p>
<p>The evaluation must support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in instruction, supervision, evaluation, and teacher development.</p>	<p>Year 1 of the three-year evaluation process includes a full evaluation of all seven core competencies. Based on the data collected in Year 1, a focus area on one or more of the core competencies is identified. A growth plan within this focus area is developed, implemented, monitored, and evaluated in Years 2 and 3.</p>
<p>The evaluation must include formative and summative assessments.</p>	<p>Formative evaluation and feedback takes place through multiple opportunities, including four formal meetings as well as informal observations. The formal meetings in the full evaluation year include a goal-setting conference, mid-year evidence check-ins, and a summative evaluation conference. A professional growth plan focus is determined at the end-of-year conference.</p>
<p>The evaluation must be consistent with a principal's job description and the plans and goals of the</p>	<p>BHM revised principal job descriptions are aligned with the seven core competencies.</p>

<p>district and the principal, and support leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction.</p>	
<p>The evaluation must include on-the-job observations and previous evaluations.</p>	<p>Multiple scheduled formal meetings serve as evidence check-ins and include observation opportunities. In addition, the supervisor gathers evidence in each competency area throughout the year to share at the evaluation conference.</p>
<p>The evaluation must allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership.</p>	<p>An invitation to participate in an online survey is shared with all staff on site, including licensed and non-licensed staff as a part of the full evaluation in Year 1. A survey is used for both principals and assistant principals.</p>
<p>The evaluation must use longitudinal data on student academic growth that incorporate district achievement goals and targets.</p>	<p>The supervisor and the principal establish a mutually agreed upon set of data to serve as a measure of 35% of the principal evaluation. The data may be directly related to the site improvement plan or may be another direct area of focus related to the goals of the district. The 35% measure is used in Year 1 as a part of the collective evidence during full evaluation. Assistant principals in full evaluation establish a mutual set of data related to student achievement with the lead principal.</p>
<p>The evaluation must be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture.</p>	<p>Each principal or assistant principal is required to develop a professional growth plan for Year 2 and Year 3 based on the evidence collected in Year 1. The professional growth plan must include at least one core competency as an area of focus.</p>
<p>The evaluation must require an improvement plan for any principal not meeting standards of professional practice or other performance criteria and specify the procedures and consequences of failing to improve performance.</p>	<p>Principals or assistant principals not meeting performance expectations are required to develop, under the direction of the supervisor, a remediation plan that addresses identified areas needing improvement. The supervisor approves an acceptable plan and time line for evidence of progress for the plan.</p>