

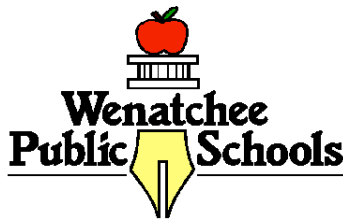


May 2011



**Principal Evaluation
Wenatchee School District No. 246**

Evaluation Process



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 opportunities to experience growth in their leadership abilities and to insure 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

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

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.

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

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

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

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

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


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.

Focused Growth Plan: Annual goals, more prescriptive in development where evaluator determines goal areas and measures, strategies, etc. and may not be limited to only three goals. Goals are based upon the Self-Assessment and prior year's evaluation. This is for Option One and Option Two - Change in Rating principals.

Professional Growth Plan: Three annual goals, mutually agreed upon between supervisor and principal, based upon the Self-Assessment and prior year's evaluation.

Summative: The final Criteria rating.

Evaluation Process

 **Option One - New Building Administrator ~ 0-3 Years:** The evaluation time period runs for one school year. Although the evaluation is summative in nature, it is also designed to promote formative 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 may, conceivably, receive an Unsatisfactory in a criterion with no negative repercussions other than that criterion being a focus for the next year. This option will be used for the first three years of the administrator's employment. The administrator will be on a Focused Growth Plan.

Process:

The evaluated principal will complete the forms and follow the process described below:

Required Components:

- Responsible for all of the indicators on the evaluation tool
- Maintain a Collection of Evidence binder to be reviewed at monthly meetings

Fall

- Complete:
 - Focused Growth Plan/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Winter

- Complete:
 - Mid-year Self-Reflection Worksheet/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Spring

- Complete:
 - Self-Assessment Worksheet (See Appendix)
- Participate in monthly meetings with Supervisor
- Summative Evaluation Conference with Supervisor

Professional Goals Worksheet/Meeting:

The principal will meet with his/her supervisor review the Focused Growth Plan. The Focused Growth Plan is more prescriptive in development because the evaluator determines goal areas and measures, strategies, etc. and it may not be limited to only three goals. Using the previous year's evaluation and the Self-Assessment Worksheet completed the previous spring, the evaluator will develop a minimum of three (3) Professional Goals, one of which must be focused on the area of "Significant Impact on Student Learning" category. The evaluator will also identify measures, strategies, and action steps necessary to carry out the

goals. Once completed, these goals will guide the principal's work through out the school year and will be part of the Self-Reflection Worksheet/Meeting.

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)

Mid-year Self Reflection Worksheet/Meeting:

Prior to this meeting, the principal will complete the Self Reflection Worksheet. Reviewing this worksheet – progress being made on Professional Goals and Evaluation Criterion – will be the focus of this meeting.

Self-Assessment Worksheet:


The principal will complete the Self Assessment Worksheet and submit to his/her evaluator prior to the Final Evaluation Conference.

In May the principal will:

- 1) Fill out the Self-Assessment form and send to evaluator
- 2) The ratings will be compiled onto the summative evaluation form by evaluator
- 3) A conference between the principal and evaluator will occur in which the two will review the ratings and discuss possible goal setting areas during the Final Evaluation Conference
- 4) Goal areas will be listed at the bottom of the form

Final Evaluation Conference:

The purpose of this conference will be to review the Self Assessment Worksheet, and the Final Evaluation of the principal as submitted by his/her evaluator. Identification of goal areas for the next school year will discussed as well as a final review of the Collection of Evidence binder.

 **Option Two – Change in Position/Rating Administrator – 4+ Years:** The administrator in this category has either changed administrative positions, 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 Position – this administrator, having received Satisfactory evaluations in his/her previous position, will follow the full evaluation process for two years (Option One process). If the administrator has received a summative rating of “Proficient” for those two years, he/she will be eligible for Option Three. The administrator will be on a Professional Growth Plan.

Process:

The evaluated principal will complete the forms and follow the process described below:

Required Components:

- Responsible for all of the indicators on the evaluation tool
- Maintain a Collection of Evidence binder to be reviewed at monthly meetings

Fall

- Complete:
 - Professional Growth Plan/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Winter

- Complete:
 - Mid-year Self-Reflection Worksheet/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Spring

- Complete:
 - Self-Assessment Worksheet (See Appendix)
- Participate in monthly meetings with Supervisor
- Summative Evaluation Conference with Supervisor

Professional Goals Worksheet/Meeting:

The principal will meet with his/her supervisor in working on the Professional Growth Plan. *Professional Growth Plan:* Using the Self-Assessment Worksheet completed the previous Spring, the principal will develop a minimum of three (3) Professional Goals, one of which must be focused on the area of “Significant Impact on Student Learning” category. The principal and his/her evaluator will review these goals, discuss possible edits or additions, and identify measures, strategies, and action steps necessary to carry out the goals. Once completed, these goals will guide the principal’s work through out the school year and will be part of the Self-Reflection Worksheet/Meeting.

In August the principal will:

- 1) Review the Principal Self-Assessment Worksheet
- 2) Fill out the Goal Setting Worksheet
- 3) Review the proposed goals with his/her evaluator
- 4) Make any revisions/changes that are mutually agreed upon
- 5) Submit goals, measures, strategies, and action steps to evaluator.

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)

Mid-year Self Reflection Worksheet/Meeting:

Prior to this meeting, the principal will complete the Self Reflection Worksheet. Reviewing this worksheet – progress being made on Professional Goals and Evaluation Criterion – will be the focus of this meeting.

Self-Assessment Worksheet:

The principal will complete the Self Assessment Worksheet and submit to his/her evaluator prior to the Final Evaluation Conference.

In May the principal will:

- 5) Fill out the Self-Assessment form and send to evaluator
- 6) The ratings will be compiled onto the summative evaluation form by evaluator

- 7) A conference between the principal and evaluator will occur in which the two will review the ratings and discuss possible goal setting areas during the Final Evaluation Conference
- 8) Goal areas will be listed at the bottom of the form

Final Evaluation Conference:

The purpose of this conference will be to review the Self Assessment Worksheet, and the Final Evaluation of the principal as submitted by his/her evaluator. Identification of goal areas for the next school year will be discussed as well as a final review of the Collection of Evidence binder.

Change in Rating – the experienced administrator, having received an overall Unsatisfactory in an individual criterion, or a summative rating of “basic” the previous year, will be placed in Option Two. 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.

Process:

The evaluated principal will complete the forms and follow the process described below:

Required Components:

- Responsible for all of the indicators on the evaluation tool
- Maintain a Collection of Evidence binder to be reviewed at monthly meetings

Fall

- Complete:
 - Focused Growth Plan/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Winter

- Complete:
 - Mid-year Self-Reflection Worksheet/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Spring

- Complete:
 - Self-Assessment Worksheet (See Appendix)
- Participate in monthly meetings with Supervisor
- Summative Evaluation Conference with Supervisor

Professional Goals Worksheet/Meeting:

The principal will meet with his/her supervisor review the Focused Growth Plan. The Focused Growth Plan is more prescriptive in development because the evaluator determines goal areas and measures, strategies, etc. and it may not be limited to only three goals. Using the previous year's evaluation and the Self-Assessment Worksheet completed the previous spring, the evaluator will develop a minimum of three (3) Professional Goals, one of which must be focused on the area of “Significant Impact on Student Learning” category. The evaluator will also identify measures, strategies, and action steps necessary to carry out the goals. Once completed, these goals will guide the principal's work through out the school year and will be part of the Self-Reflection Worksheet/Meeting.

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)

Mid-year Self Reflection Worksheet/Meeting:

Prior to this meeting, the principal will complete the Self Reflection Worksheet. Reviewing this worksheet – progress being made on Professional Goals and Evaluation Criterion – will be the focus of this meeting.

Self-Assessment Worksheet:

The principal will complete the Self Assessment Worksheet and submit to his/her evaluator prior to the Final Evaluation Conference.

In May the principal will:

- 9) Fill out the Self-Assessment form and send to evaluator
- 10) The ratings will be compiled onto the summative evaluation form by evaluator
- 11) A conference between the principal and evaluator will occur in which the two will review the ratings and discuss possible goal setting areas during the Final Evaluation Conference
- 12) Goal areas will be listed at the bottom of the form

Final Evaluation Conference:

The purpose of this conference will be to review the Self Assessment Worksheet, and the Final Evaluation of the principal as submitted by his/her evaluator. Identification of goal areas for the next school year will be discussed as well as a final review of the Collection of Evidence binder.



Option Three – Experienced/Proficient Administrator – 6+ Years:

The administrator who has received a summative rating in Option One or two years of Option Two, will be eligible for Option Three. This administrator will be responsible for all the Criterion areas on the Summative Evaluation. However, based upon the principal's self-assessment and summative evaluation, he/she may be deemed to have demonstrated proficiency in the certain areas. The principal will not be responsible for maintaining a Collection of Evidence for these areas, unless that administrator wishes to be considered "Distinguished" in one or more of these areas. The administrator 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 an area of particular interest.

The administrator, every 5 years, will be required to complete one year on Option Two using the Professional Growth Plan.

The indicators that are eligible for being "deemed proficient" are: 1.1, 1.2, 1.3, 3.3, 3.4, 4.1, 6.1a, 6.2, 7.1, 7.2, 7.5

Process:

The evaluated principal will complete the forms and follow the process described below:

Required Components:

- Responsible for all of the indicators on the evaluation tool
- Maintain a Collection of Evidence binder to be reviewed at monthly meetings

Fall

- Complete:
 - Professional Growth Plan/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Winter

- Complete:
 - Mid-year Self-Reflection Worksheet/Meeting (See Appendix)
- Participate in monthly meetings with Supervisor

Spring

- Complete:
 - Self-Assessment Worksheet (See Appendix)
- Participate in monthly meetings with Supervisor
- Summative Evaluation Conference with Supervisor

Professional Goals Worksheet/Meeting:

The principal will meet with his/her supervisor in working on the Professional Growth Plan. *Professional Growth Plan:* Using the Self-Assessment Worksheet completed the previous Spring, the principal will develop a minimum of three (3) Professional Goals, one of which must be focused on the area of “Significant Impact on Student Learning” category. The principal and his/her evaluator will review these goals, discuss possible edits or additions, and identify measures, strategies, and action steps necessary to carry out the goals. Once completed, these goals will guide the principal’s work through out the school year and will be part of the Self-Reflection Worksheet/Meeting.

In August the principal will:

- 6) Review the Principal Self-Assessment Worksheet
- 7) Fill out the Goal Setting Worksheet
- 8) Review the proposed goals with his/her evaluator
- 9) Make any revisions/changes that are mutually agreed upon
- 10) Submit goals, measures, strategies, and action steps to evaluator.

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)

Mid-year Self Reflection Worksheet/Meeting:

Prior to this meeting, the principal will complete the Self Reflection Worksheet. Reviewing this worksheet – progress being made on Professional Goals and Evaluation Criterion – will be the focus of this meeting.

Self-Assessment Worksheet:

The principal will complete the Self Assessment Worksheet and submit to his/her evaluator prior to the Final Evaluation Conference.

In May the principal will:

- 13) Fill out the Self-Assessment form and send to evaluator
- 14) The ratings will be compiled onto the summative evaluation form by evaluator
- 15) A conference between the principal and evaluator will occur in which the two will review the ratings and discuss possible goal setting areas during the Final Evaluation Conference
- 16) Goal areas will be listed at the bottom of the form

Final Evaluation Conference:

The purpose of this conference will be to review the Self Assessment Worksheet, and the Final Evaluation of the principal as submitted by his/her evaluator. Identification of goal areas for the next school year will be discussed as well as a final review of the Collection of Evidence binder.

Appeals Process:

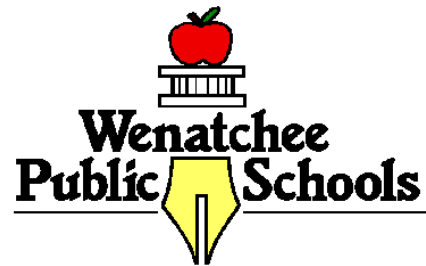
Purpose: The Appeals Process serves to give a principal due process appeal (a) for evaluation ratings and (b) for the appropriate conducting of the evaluation process.

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 the same process will occur 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.

Evaluation Tool



**Wenatchee School District
Principal & Assistant Principal
Evaluation Tool**

COVER PAGE

Date: _____ **School Year:** _____

Administrator: _____ **Location:** _____

Evaluator: _____ **Option 1** ☐ **Option 2** ☐ **Option 3** ☐

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

In the Wenatchee School District, school culture is reflective of the mission, vision, and collective commitment of each school. The focus is on data-driven decision making for continuous improvement. This is achieved through a trusting and collaborative environment.



- 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
1.1 Continuous Improvement	Unsatisfactory	Basic	Proficient	Distinguished		
	The school administrator infrequently and ineffectively promotes continuous school improvement efforts.	The school administrator attempts to promote and embrace continuous school improvement efforts but in an inconsistent manner.	The school administrator sufficiently and competently promotes and embraces continuous school improvement by articulating high expectations and implementing research-based school improvement strategies.	The school administrator consistently promotes and embraces continuous school improvement by articulating high expectations and implementing research-based school improvement strategies.	CIPP Plan CIPP Supportive Review 9 Characteristics Survey	
1.2 Trusting and collaborative environment	Unsatisfactory	Basic	Proficient	Distinguished		
	The administrator does little to promote equity, trust, and respect, among members of the school community. The administrator rarely provides opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community.	The school administrator inconsistently promotes equity, trust, and respect, among most members of the school community. The administrator provides limited opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community.	The school administrator sufficiently promotes equity, trust, and respect, among all members of the school community. The administrator provides some opportunities for collaboration, distributed leadership, and shared responsibility for the teaching community.	The school administrator consistently promotes equity, trust, and respect, among all members of the school community. The administrator provides opportunities for distributed leadership, shared responsibility for the teaching community and collaboration beyond the district scheduled time.	9 Characteristics Survey Meeting Minutes CIPP Plan	
1.3 Mission and vision focused on learning and teaching	Unsatisfactory	Basic	Proficient	Distinguished		
	The school administrator rarely or never models the school's mission and vision and does not use them to promote a culture of high expectations or improvement.	The school administrator sometimes models the school's mission and vision and attempts to use them to promote a culture of high expectations or improvement.	The school administrator competently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement.	The school administrator consistently models the school's mission and vision and promotes a culture of high expectations for self, students, parents, and staff, using the mission and vision to promote continuous improvement.	9 Characteristics Survey Observations Artifacts – Mission/Vision Meeting agendas/minutes Processes for developing/reviewing, mission/vision	
1.4 Promoting data driven decision making	Unsatisfactory	Basic	Proficient	Distinguished		
	The school administrator ineffectively fosters a results-oriented environment, rarely aligns resources based on data and information, and there is not a clear focus on academics.	The school administrator is somewhat effective fostering a results-oriented environment, where data is shared openly and honestly to guide sound decision-making. The administrator occasionally aligns resources to learning and teaching priorities based on data.	The school administrator effectively fosters a results-oriented environment where data is shared openly and honestly to guide sound decision-making. The administrator generally aligns resources to learning and teaching priorities based on data. A focus on academics is evident to the school community.	The school administrator does an exceptional job of fostering a results-oriented environment where data is shared openly and honestly to guide sound decision-making. Based on data, the administrator consistently aligns resources to learning and teaching priorities. A focus on academics is evident to the school community.	Observation-Collaboration CIPP Supportive Review Data Reports Budget reports CIPP Plan PRTI 9 Characteristics	
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16		

Criterion #2: Providing for School Safety: The Administrator ensures a safe school environment by communicating, implementing and evaluating a crisis action plan that meets all of the legal requirements. He/she takes pertinent preventative measures and ensures that appropriate discipline procedures are followed throughout the school.



- 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
2.1 Building and classroom discipline						
Unsatisfactory		Basic	Proficient	Distinguished		
The school administrator inconsistently applies all legal requirements and board policies related to student discipline. The administrator does not provide student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12).		The school administrator usually applies all legal requirements and board policies related to student discipline. The administrator provides initial student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors attendance and discipline data. The administrator periodically provides student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	The school administrator consistently applies all legal requirements and board policies related to student discipline. The administrator monitors and adjusts procedures based on data and employs building-wide strategies to reinforce positive student behavior. The administrator provides ongoing student and staff training to support the consistent use of Make Your Day (K-8) or other identified district discipline and attendance and procedures (9-12) in order to promote a positive school atmosphere.	Student Handbook Observation MYD Self-Assessments Training agendas/Sign-ins 9 Characteristics Survey	
2.2 Maintains a safe physical plant						
Unsatisfactory		Basic	Proficient	Distinguished		
The school administrator fails to maintain a safe working environment and physical plant.		The school administrator conducts annual safety inspections/meetings. Communicates potential hazards to the appropriate district personnel, when brought to his/her attention.	The school administrator ensures the physical plant is safe by conducting annual safety inspections/meetings and proactively identifying potential hazards. Identified safety hazards are communicated to the appropriate district personnel in a timely manner.	N/A	Safety Committee Agendas/Minutes	
2.3 Crisis Action Plan						
Unsatisfactory		Basic	Proficient	Distinguished		
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.		The school administrator usually meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is monitored.	The school administrator consistently meets all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness.	The school administrator consistently applies all legal requirements and board policies related to the Crisis Action Plan. The implementation of safety procedures is regularly evaluated for consistency and effectiveness. Procedural changes are made as necessary. The administrator is actively involved in influencing district/ state policies regarding school safety.	Safety Drill Summary Crisis Action Plan	
2.4 Prevention and training						
Unsatisfactory		Basic	Proficient	Distinguished		
The school administrator does not adequately implement prevention strategies or provide the necessary training to promote a safe environment for students and staff.		The school administrator meets the legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided.	The school administrator consistently meets all legal requirements and board policies related to prevention and training. The administrator ensures required trainings are provided and completed by staff.	The administrator provides high quality training, beyond what is required, which promotes a safe environment for students and staff. Building-wide open communication is evident, and allows for proactive identification and intervention of potential incidents.	Training Agendas/Sign Ins Safety Bulletin Boards Confirmation of online trainings	
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16		

Criterion #3: Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements: The school administrator utilizes data-driven collaborative processes to develop, implement, monitor, and adjust improvement plans to ensure improved learning for all students.



- 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
3.1 Collaboratively develops an action plan based on data							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator demonstrates limited ability to apply Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Data is erratically used.		The school administrator demonstrates some ability to apply Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Student data is used to measure student progress (SMART goals).		The school administrator applies Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Multiple student data elements are used to measure student progress (SMART goals) and identify strategies to improve student achievement.	The school administrator effectively applies Continuous Improvement principles in the collaborative development of the school improvement plan (CIPP). Multiple student data elements are used to measure student progress (SMART goals) and identify multiple strategies to improve student achievement.	CIPP Plan Data Reports SMART Goal Samples Observations/Collaboration LIT/Dept Heads Agendas/Minutes	
3.2 Monitors implementation and effectiveness of the CIPP plan							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator rarely or never monitors the CIPP plan, does not use multiple data points for review, and doesn't adequately communicate plan results to the learning community.		The school administrator usually monitors and makes data-driven adjustments to CIPP plans. The administrator communicates the progress of CIPP plans and ensures staff follow the plans.		The school administrator consistently monitors and makes data-driven adjustments to CIPP plans. The administrator effectively communicates the progress of CIPP plans and ensures staff follow the plans.	The school administrator regularly and systematically monitors and makes data-driven adjustments to CIPP plans. The administrator effectively communicates the progress of CIPP plans to parents and staff and ensures staff follow the plans.	CIPP Supportive Review Data Reports 1 on 1 Reflections	
3.3 Ensures alignment of the CIPP plan							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator rarely involves staff in the creation of CIPP plans and doesn't adequately coordinate planning process with staff.		The administrator coordinates alignment between staff plans and building/district action plans.		The administrator ensures coordinated alignment between staff, building, and district initiative action plans. The alignment includes goals, strategies and action steps.	N/A	CIPP Plans	
3.4 Supports implementation of CIPP plan							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator does not provide adequate opportunities for professional development activities or the professional development is not aligned to school improvement plan (CIPP) or based on staff input and data. Resources are not adequately provided to carry out the CIPP plan.		The school administrator provides occasional professional development in alignment with the school improvement plan as determined by building/staff/student needs and data. Limited resources (budget, time, materials, etc) are made available to effectively implement the school improvement plan.		The school administrator provides adequate professional development in alignment with the school improvement plan as determined by building/staff/student needs and data. Sufficient resources (budget, time, materials, etc) are made available to effectively implement the school improvement plan.	The school administrator provides high quality professional development in support of the school improvement plan as determined by building/staff/student needs and data. Abundant resources (budget, time, materials, etc) are made available to effectively implement the school improvement plan.	Professional Development Calendar CIPP Plans Observations 9 Characteristics	
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16			

Criterion #4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals: Assists staff in addressing state and local learning goals through the promotion of staff collaboration, professional development, effective assessment, district adopted materials, and curriculum and instructional practices



- 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
4.1 Familiar with state and district standards					
Unsatisfactory The school administrator does not demonstrate know how to access their group evaluation standards, rarely shares district alignment of curriculum with staff, and neglects to share training opportunities with staff.	Basic The administrator knows how to access the standards for their evaluation group, understands and shares district alignment of curriculum, and shares training opportunities with staff.	Proficient The administrator accesses the standards for their evaluation group, understands and consistently shares district alignment of curriculum, and ensures all staff have been highly trained on district/state standards.	Distinguished The administrator clearly knows the standards for their evaluation group, understands and consistently shares district alignment of curriculum, and ensures all staff have been highly trained and are implementing district/state standards.	Reflection Agendas Trainings aligned to initiatives	
4.2 Assists staff in the writing and use of formative and summative assessments					
Unsatisfactory The school administrator rarely assists staff to identify and implement effective formative and summative assessments, and does not adequately monitor the administration of required district/state assessments.	Basic The school administrator facilitates timely administration of district/state assessments and occasionally ensures classroom teachers use required assessment systems to monitor and improve instruction. The administrator provides limited support for staff to develop and implement formative and summative assessments that evaluate student progress towards district/state standards.	Proficient The school administrator facilitates timely administration of district/state assessments and ensures classroom teachers use required assessment systems to monitor and improve instruction. The administrator leads staff in the development and implementation of effective formative and summative assessments that evaluate student progress towards district/state standards and are used for intervention placement.	Distinguished The school administrator facilitates timely administration of district/state assessments, ensures classroom teachers use required assessment systems to monitor and improve instruction. The administrator leads staff in the development and implementation of effective formative and summative assessments that evaluate student progress towards district/state standards and are used for intervention placement. He/she demonstrates expertise by providing training or sharing best practices with other administrators or staff in the district.	Teacher work samples Observations of collaboration Training Agendas Data Reports PRTI Model	
4.3 Is familiar with and promotes district adopted instructional practices					
Unsatisfactory The school administrator demonstrates little or no knowledge of the district adopted instructional model and best practices for instruction.	Basic The school administrator has basic knowledge of the district adopted instructional model, (content area) best practices for instruction.	Proficient The school administrator knows and promotes the district adopted instructional model, (content area) best practices for instruction.	Distinguished The school administrator has a detailed understanding of the district adopted instructional model, (content area) best practices for instruction. The administrator actively nurtures teacher-leader development.	Professional Development Schedule Agendas/Minutes Self-Reflection/assessment Participation in Leadership Academy Observation Notes	
4.4 Supports staff collaboration that focuses on effective instruction, use of data, and common planning					
Unsatisfactory The school administrator has a limited knowledge of Professional Learning Communities and poorly manages time for PLC work. He/she rarely engages staff in reflective conversations about best practice and doesn't provide opportunities for vertical and horizontal teaming.	Basic The school administrator has a basic understanding of Professional Learning Communities and sometimes helps to focus PLC work on the aligned curriculum, instructional practice and student improvement. The administrator occasionally engages staff in reflective conversations about best practices, provides limited opportunities for cross curriculum and vertical teaming.	Proficient The school administrator has knowledge of Professional Learning Communities and focuses PLC work on the aligned curriculum, instructional practice and student improvement. The administrator works to engage staff in reflective conversations about best practices, provides limited opportunities for cross curriculum and vertical teaming, and develops authentic collaboration among staff and departments throughout his/her building.	Distinguished The school administrator has comprehensive knowledge of Professional Learning Communities and provides additional time as needed for PLC work focused on aligned curriculum, instructional practice and student improvement. The administrator routinely engages staff in reflective conversations about best practices, provides opportunities for cross curriculum and vertical teaming, and develops authentic collaboration among staff and departments throughout his/her building.	PLC Artifacts Observations of collaboration Participation/Presentation Leadership Academy Agendas/Minutes Reflection	

Unsatisfactory		Basic	Proficient	Distinguished	Evidence	Comments
4.5 Supports staff through professional development focused on state and district learning goals						
Unsatisfactory		Basic	Proficient	Distinguished		
The school administrator does not ensure all staff attend required district training and rarely provides access to high quality professional development tied to building/district/state goals and initiatives.		The school administrator ensures all staff attend required district training. The administrator provides limited professional development opportunities that support building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. The administrator provides a variety of professional development opportunities that support building/district/state goals and initiatives.	The school administrator ensures all staff attend required district training. Based on data analysis/needs assessment, the administrator consistently ensures all staff has access to quality professional development that supports building/district/state goals and initiatives.	Professional Development Calendar Sign-Ins CIPP Plans Self-Reflection/Assessment	
Overall Rating	5 - 8	9 - 12	13 - 17	18 - 20		

Criterion #5: Monitoring, assisting and evaluating effective instruction and assessment practices: The school administrator continuously ensures use of District adopted curriculum, the instructional model, and improvement plans while using data to evaluate effective instructional practices.



- 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
5.1 Promotes and monitors use of adopted curriculum							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator rarely promotes and monitors effective use of district curriculum, materials, and pacing guides.		The school administrator inconsistently promotes and monitors effective use of district curriculum, materials, and pacing guides.		The school administrator promotes, monitors and holds staff accountable for the effective use of district curriculum, materials and pacing guides.	The school administrator routinely promotes, monitors and holds staff accountable for the effective use of district curriculum, materials and pacing guides.	Professional Development Calendar Training Agendas Data Reports Needs Assessment	
5.2 Uses a variety of measures and methods for observations							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator demonstrates minimal use of formal observation methods and tools.		The school administrator uses the formal observation process and limited use of informal methods and tools.		The school administrator uses both formal and informal observation methods and uses tools that support district identified best practices.	The school administrator uses both formal and informal observation methods and uses tools that support district identified best practices. Data is collected in a variety of ways to support observational feedback.	Observation Notes 1 on 1 Self Reflection Self-Assessment Observation/Accountability System	
5.3 Uses a variety of data to monitor and improve instructional practices							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator seldom uses data for building wide instructional decisions, and does not promote staff use of formative and summative data.		The school administrator uses limited data for building-wide instructional decisions, and is not consistent in promoting staff use of formative and summative data when making instructional decisions.		The school administrator uses appropriate data for building-wide instructional decisions, and promotes staff use of formative and summative data to make instructional decisions and improve practices.	The school administrator uses varied, comprehensive data for building-wide instructional decisions, and constantly promotes staff use of formative and summative data to make instructional decisions and improve practices.	Artifacts Observation Data gathering forms Feedback forms	
5.4 Uses the District evaluation process to provide staff with assistance and feedback to improve instruction							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator does not use the evaluation process and the probation/non-renewal process.		The school administrator follows the WSD evaluation process. Limited feedback to staff is provided.		The school administrator consistently and effectively uses the evaluation process in order to support and initiate individual teacher growth. Meaningful, ongoing feedback is provided to staff.	The school administrator consistently and effectively uses the evaluation process in order to support and initiate teacher growth. The administrator provides specific and meaningful feedback to staff and facilitates reflective conversations to improve instruction.	Observation Data Data Reports Teacher work Samples	
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16			

Criterion #6: Managing both staff and fiscal resources to support student achievement and legal responsibilities: The administrator demonstrates a working knowledge of all federal and state regulations related to the operation of public schools and effectively manages human, building and fiscal resources to facilitate student learning.



- 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
6.1 Effectively manages Human Resources							
Unsatisfactory		Basic		Proficient	Distinguished		
6.1a: The administrator inconsistently follows district required hiring processes to hire qualified applicants. The administrator does not meet hiring requirements as outlined by Human Resources and collective bargaining agreements.		6.1b: The administrator follows district required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements.		6.1a: The administrator uses effective recruiting practices and follows district required hiring processes to hire qualified applicants. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements.	6.1a: The administrator uses effective recruiting practices and follows district required hiring processes to hire the most qualified applicants to meet specific building needs. The administrator meets hiring requirements as outlined by Human Resources and collective bargaining agreements	HR Feedback Self-Reflection 1 on 1 Questions	
6.1 Effectively manages Human Resources							
Unsatisfactory		Basic		Proficient	Distinguished		
6.1b: The school administrator rarely uses the evaluation process to support staff growth and the probation/non-renewal process. Does not address underperforming employees through the evaluation process.		6.1b: The school administrator follows the WSD evaluation process, meets evaluation timelines and follows the probation/non-renewal process. Limited feedback to staff is provided. Inconsistently addresses underperforming employees through the evaluation process.		6.1b: The school administrator consistently and effectively uses the evaluation process according to established timelines in order to support and initiate staff growth and the probation/non-renewal process. Meaningful, ongoing feedback is provided to staff in a variety of ways. The administrator's evaluations accurately reflect employee performance and growth plans are provided when appropriate.	6.1b: The school administrator consistently uses the evaluation process according to established timelines to support and initiate staff growth and the probation/non-renewal process. The administrator engages staff in self-reflection and provides meaningful, ongoing feedback in variety of ways. The administrator's evaluations accurately reflect employee performance, comprehensive growth plans are provided when appropriate, and the administrator regularly monitors progress on the plan.	Observation Notes Evaluation Write-Ups Growth Plans Feedback Forms	
6.2 Effectively manages school resources and budget							
Unsatisfactory		Basic		Proficient	Distinguished		
The school administrator rarely ensures building resources are maintained and there is not a strategic allocation of financial resources to meet instructional goals and teacher needs. The administrator demonstrates little or no knowledge of school budget and accounting procedures. The administrator demonstrates little understanding of district policies and timelines and seldom follow recommendations from the business and finance department.		The school administrator inconsistently ensures that building resources are maintained and allocates financial resources for high priority issues. The administrator has a limited knowledge of school budget and accounting procedures. The administrator sporadically follows district policies and timelines and sometimes works with the business and finance department.		The school administrator ensures that building resources are maintained and allocates financial resources for student/teacher needs. The administrator has a working knowledge of school budget and accounting procedures. The administrator follows district policies and timelines and works with the business and finance department as needed.	The school administrator consistently ensures building resources are well maintained and there is a strategic allocation of financial resources to meet instructional goals and student/teacher needs. The administrator demonstrates comprehensive knowledgeable of school budget and accounting procedures. The administrator follows district policies and timelines and works with the business and finance department as needed.	School Budget Overview of budgeting process and expenditures LIT Minutes Self-Reflection CIPP plans and supportive reviews	

Unsatisfactory		Basic	Proficient	Distinguished	Evidence	Comments
6.3 Legal and Ethical Practice						
Unsatisfactory		Basic	Proficient	Distinguished		
The school administrator has little or no knowledge of district, state, and federal requirements and rarely follows those requirements. The administrator seldom involves appropriate personnel in resolving legal/ethical issues.		The school administrator has a basic knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that usually fulfills legal and contractual obligations. The administrator sometimes involves appropriate personnel in resolving legal/ethical issues.	The school administrator has a working knowledge of district, state, and federal policies, procedures, and regulations and applies them in an ethical manner that fulfills legal and contractual obligations. The administrator involves appropriate personnel in resolving legal/ethical issues.	The school administrator has a clear and comprehensive knowledge of district, state, and federal policies, procedures, and regulations and applies them ethically and wisely, in a manner that fulfills legal and contractual obligations. The administrator anticipates potential legal/ethical issues and involves appropriate personnel in a proactive resolution process.	Bus/Fin Feedback HR Feedback Student Services Feedback Artifacts	
Overall Rating	4 - 6	7 - 10	11 - 14	15 - 16		

Criterion #7: Partnering with the school community to promote student learning: The administrator effectively communicates with all stakeholders in order to foster positive relationships within the school community.



- 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
7.1 Frequent and effective communication with parents and community.					
Unsatisfactory The administrator seldom communicates with parents and community. Communication is untimely, irregular and haphazard and does nothing to promote a positive school image.	Basic The administrator uses minimal methods to promote timely communication with parents regarding school/district events and student progress. Communication does little to promote a positive school image	Proficient The administrator uses a variety of effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community. Communication actively promotes a positive school image with parents and includes school/district events, parent education, student progress, etc.	Distinguished The administrator uses a variety of highly effective methods, such as parent meetings and print and electronic media, to promote timely communication with parents and the community and is reciprocal, when appropriate. Communication actively promotes a positive school image with parents and the community and includes school/district events, parent education, student progress, etc.	Artifacts Newsletters Website 9 Characteristics Survey Parent Education Efforts Sample Communication Methods	
7.2 Builds positive and collaborative collegial relationships.					
Unsatisfactory The administrator rarely engages actively in district meetings and district-wide projects. The school administrator rarely demonstrates open and timely communication with colleagues.	Basic The administrator is sometimes an active and cooperative participant in district meetings, participates in district-wide projects when asked, and usually demonstrates open and timely communication with colleagues.	Proficient The administrator is an active and cooperative participant in district meetings, volunteers for district-wide projects, and consistently demonstrates open and timely communication with colleagues.	Distinguished The administrator is a district leader in promoting and enhancing collegial working relationships through timely communication, mentoring, sharing best practices and volunteering for projects in support of their colleagues.	Attendance & participation at District Meetings Participation on District Level Committees Sharing Best Practices Mentoring	
7.3 Promotes positive and collaborative staff relationships.					
Unsatisfactory The school administrator rarely builds or maintains a positive, collaborative relationship with and among staff. The administrator demonstrates ineffective communication skills and rarely uses perception data to foster collaborative relationships.	Basic The school administrator is working towards building positive, collaborative relationships with and between staff. The administrator communicates effectively at times and is aware of perception data, but does not consistently use it to make positive changes.	Proficient The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, and modeling active listening. The administrator uses effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.	Distinguished The school administrator consistently builds and maintains a positive, collaborative relationship with and among staff by being visible, accessible, modeling active listening, and being open to constructive criticism. The administrator uses highly effective communication skills to resolve conflict and effectively uses perception data to improve relationships with and between staff members.	9 Characteristics Survey 9 Characteristics Plan Observation of Collaboration	

	Unsatisfactory	Basic	Proficient	Distinguished	Evidence	Comments
7.4 Understands community dynamics and considers stakeholder input when making decisions.						
	Unsatisfactory	Basic	Proficient	Distinguished		
	The administrator rarely involves stakeholders in the decision making process and doesn't sustain a positive and supportive relationship with the school community. The school administrator ineffectively uses perception data to guide school improvement.	The administrator inconsistently involves stakeholders in the decision making process when appropriate and attempts to promote a positive and supportive relationship with the school community. The administrator occasionally uses appropriate strategies when making decisions (e.g. command, collaborative, etc.). The school administrator has attempted to use perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently promotes a positive and supportive relationship with the school community. The administrator uses a variety of strategies when making decisions (e.g. command, collaborative, etc.). The school administrator uses perception data to guide school improvement.	The administrator engages stakeholders in the decision making process when appropriate and consistently sustains a positive and supportive relationship with the school community. The administrator demonstrates skill in determining when to employ a particular decision-making process (e.g. command, collaborative, etc.). There is clear evidence that the school administrator effectively uses perception data to guide school improvement.	9 Characteristics Survey LIT Agendas/Minutes Staff Meeting Agendas/Minutes Building Decision-making Protocols Self-Reflection/Assessment	
7.5 Promotes parent and community involvement.						
	Unsatisfactory	Basic	Proficient	Distinguished		
	The school administrator has been ineffective in developing parent and community involvement.	The school administrator is attempting to develop and maintain opportunities for parents to be involved in supporting student learning.	The school administrator consistently develops and maintains opportunities for parent involvement both within and outside the school day that improve student learning. The administrator attempts to promote community support of his/her school.	The school administrator consistently develops and maintains multiple opportunities for parent and community involvement both within and outside the school day that improve student learning. The administrator is visible in the community and actively engages community members in supporting his/her school.	Volunteer Sign Ups Activity Log PTO/PTSA Minutes Parent Education Strategies Participation in Community Organizations	
Overall Rating	5 - 8	9 - 12	13 - 17	18 - 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					

Summative Reports

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

Employee Name: _____ School Year: _____



Criterion 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."

Criterion 2: Providing for School Safety					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
2.1 Building and classroom discipline					Add scores from all columns to get a "total score"
2.2 Maintains a safe physical plant					
2.3 Crisis action plan					
2.4 Prevention and training					
* Overall "Rating Range"	**4-6	7-10	11-13	14-15	Criterion Score
Enter "total score" under corresponding "Rating Range"					

* 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.

Wenatchee School District Principal Evaluation

Summative Report- Significant Impact/Growth

Employee Name: _____ School Year: _____



Criterion 3: Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.					
	1	2	3	4	
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
3.1 Collaboratively develops an action plan based on data					Add scores from all columns to get a "total score"
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 Range"	4-6	7-10	11-13	14-15	Criterion Score
Enter "total score" under corresponding "Rating Range"					

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

Criterion 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.					
	1	2	3	4	
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
4.1 Familiar with state and district standards					Add scores from all columns to get a "total score"
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 Range"	5-8	9-12	13-17	18-20	Criterion Score
Enter "total score" under corresponding "Rating Range"					

*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: _____



Criterion 5: Monitoring, assisting and evaluating effective instruction and assessment practices.					
	1	2	3	4	
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
5.1 Promotes and monitors use of adopted curriculum					Add scores from all columns to get a "total score"
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 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 total rating for the criteria can be no higher than "Basic."

Criterion 6: Managing both staff and fiscal resources to support student achievement and legal responsibilities.					
	1	2	3	4	
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
6.1a Effectively manages human resources: recruiting and hiring					Add scores from all columns to get a "total score"
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 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 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.

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



Employee Name: _____ School Year: _____

Criterion 7: Partnering with the school community to promote student learning					
	1	2	3	4	
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
7.1 Frequent and effective communication with parents and community					Add scores from all columns to get a "total score"
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 Range"	5-8	9-12	13-17	18-20	Criterion Score
Enter "total score" under corresponding "Rating Range"					

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

Criterion 8: Demonstrates a commitment to closing the achievement gap					
	1	2	3	4	
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
8.1 Uses data to align resources and programs in closing the achievement gap					Add scores from all columns to get a "total score"
8.2 Understands factors that contribute to the achievement gap					
8.3 Student Growth Data					
* Overall "Rating Range"	3-4	5-7	8-10	11-12	Criterion Score
Enter "total score" under corresponding "Rating Range"					

*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: _____

Criterion 9: Significant Impact on Student Learning					
	1	2	3	4	
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
2.1 Building and classroom discipline					Add scores from all columns to get a "total score"
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 Range"	8-12	13-20	21-28	29-32	Criterion Score
Enter "total score" under corresponding "Rating Range"					

Criterion 10: Demonstrated Professional Growth- The principal demonstrates professional growth through the achievement of professional goals.					
	1	2	3	4	
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	Add scores from all columns to get a "total score"
Meets growth targets as identified in annual professional goals.					
* Overall "Rating"	1	2	3	4	Criterion Score
Enter "total score" under corresponding "Rating Range"					

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	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 _____

Wenatchee School District Principal Evaluation Summative Report - Growth



Employee Name: _____ School Year: _____

Criterion 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."

Criterion 2: Providing for School Safety					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
2.1 Building and classroom discipline					Add scores from all columns to get a "total score"
2.2 Maintains a safe physical plant					
2.3 Crisis action plan					
2.4 Prevention and training					
* Overall "Rating Range"	**4-6	7-10	11-13	14-15	Criterion Score
Enter "total score" under corresponding "Rating Range"					

* 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.

Wenatchee School District Principal Evaluation Summative Report - Growth



Employee Name: _____ School Year: _____

Criterion 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	
	1	2	3	4	
3.1 Collaboratively develops an action plan based on data					Add scores from all columns to get a "total score"
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 Range"	4-6	7-10	11-13	14-15	Criterion Score
Enter "total score" under corresponding "Rating Range"					

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

Criterion 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
4.1 Familiar with state and district standards					Add scores from all columns to get a "total score"
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 Range"	5-8	9-12	13-17	18-20	Criterion Score
Enter "total score" under corresponding "Rating Range"					

*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 - Growth



Employee Name: _____ School Year: _____

Criterion 5: Monitoring, assisting and evaluating effective instruction and assessment practices.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
5.1 Promotes and monitors use of adopted curriculum					Add scores from all columns to get a "total score"
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 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 total rating for the criteria can be no higher than "Basic."

Criterion 6: Managing both staff and fiscal resources to support student achievement and legal responsibilities.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
6.1a Effectively manages human resources: recruiting and hiring					Add scores from all columns to get a "total score"
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 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 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.

Wenatchee School District Principal Evaluation Summative Report - Growth



Employee Name: _____ School Year: _____

Criterion 7: Partnering with the school community to promote student learning					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
7.1 Frequent and effective communication with parents and community					Add scores from all columns to get a "total score"
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 Range"	5-8	9-12	13-17	18-20	Criterion Score
Enter "total score" under corresponding "Rating Range"					

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

Criterion 8: Demonstrates a commitment to closing the achievement gap					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
8.1 Uses data to align resources and programs in closing the achievement gap					Add scores from all columns to get a "total score"
8.2 Understands factors that contribute to the achievement gap					
8.3 Student Growth Data					
* Overall "Rating Range"	3-4	5-7	8-10	11-12	Criterion Score
Enter "total score" under corresponding "Rating Range"					

*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 - Growth



Employee Name: _____ School Year: _____

Criterion 9: Demonstrated Professional Growth- The principal demonstrates professional growth through the achievement of professional goals.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
	Did not meet any professional goals	Met 1 of 3 professional goals	Met 2 of 3 professional goals	Met all 3 professional goals	Add scores from all columns to get a "total score"
Meets growth targets as identified in annual professional goals.					
* Overall "Rating Range"	1	2	3	4	Criterion Score
Enter "total score" under corresponding "Rating Range"					

Wenatchee School District Principal Evaluation Summative Report - 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	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
9-15	16-22	23-31	32-36
E N T E R	S C O R E	H E R E	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 _____

Wenatchee School District Principal Evaluation Summative Report - Significant Impact



Employee Name: _____ School Year: _____

Criterion 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."

Criterion 2: Providing for School Safety					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
2.1 Building and classroom discipline					Add scores from all columns to get a "total score"
2.2 Maintains a safe physical plant					
2.3 Crisis action plan					
2.4 Prevention and training					
* Overall "Rating Range"	**4-6	7-10	11-13	14-15	Criterion Score
Enter "total score" under corresponding "Rating Range"					

* 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.

Wenatchee School District Principal Evaluation Summative Report - Significant Impact



Employee Name: _____ School Year: _____

Criterion 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	
	1	2	3	4	
3.1 Collaboratively develops an action plan based on data					Add scores from all columns to get a "total score"
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 Range"	4-6	7-10	11-13	14-15	Criterion Score
Enter "total score" under corresponding "Rating Range"					

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

Criterion 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
4.1 Familiar with state and district standards					Add scores from all columns to get a "total score"
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 Range"	5-8	9-12	13-17	18-20	Criterion Score
Enter "total score" under corresponding "Rating Range"					

*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



Employee Name: _____ School Year: _____

Criterion 5: Monitoring, assisting and evaluating effective instruction and assessment practices.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
5.1 Promotes and monitors use of adopted curriculum					Add scores from all columns to get a "total score"
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 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 total rating for the criteria can be no higher than "Basic."

Criterion 6: Managing both staff and fiscal resources to support student achievement and legal responsibilities.					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
6.1a Effectively manages human resources: recruiting and hiring					Add scores from all columns to get a "total score"
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 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 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.

Wenatchee School District Principal Evaluation Summative Report - Significant Impact



Employee Name: _____ School Year: _____

Criterion 7: Partnering with the school community to promote student learning					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
7.1 Frequent and effective communication with parents and community					Add scores from all columns to get a "total score"
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 Range"	5-8	9-12	13-17	18-20	Criterion Score
Enter "total score" under corresponding "Rating Range"					

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

Criterion 8: Demonstrates a commitment to closing the achievement gap					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
8.1 Uses data to align resources and programs in closing the achievement gap					Add scores from all columns to get a "total score"
8.2 Understands factors that contribute to the achievement gap					
8.3 Student Growth Data					
* Overall "Rating Range"	3-4	5-7	8-10	11-12	Criterion Score
Enter "total score" under corresponding "Rating Range"					

*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



Employee Name: _____ School Year: _____

Criterion 9: Significant Impact on Student Learning					
Indicators	Unsatisfactory	Basic	Proficient	Distinguished	
	1	2	3	4	
2.1 Building and classroom discipline					Add scores from all columns to get a "total score"
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 Range"	8-12	13-20	21-28	29-32	Criterion Score
Enter "total score" under corresponding "Rating Range"					

Wenatchee School District Principal Evaluation Summative Report - Significant Impact



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	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
9-15	16-22	23-31	32-36
E N T E R	S C O R E	H E R E	R E

- 3 or more unsatisfactory overall criterion ratings = an unsatisfactory summative rating.
- 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 _____

Forms

PRINCIPAL FOCUSED GROWTH PLAN



SCHOOL YEAR:

EMPLOYEE NAME:

Goal One

Indicator Number	Indicator	Significant Impact on Student Learning Goal & Measure	Strategy	Action Steps
4.2	Assists staff in the writing and use of formative and summative assessments	To improve staff understanding of common formative assessments as evidenced by every team developing at least 2 CFAs for student use this school year.	Using in building "experts" and collaboration time, teams will develop and implement CFAs with their students.	<ol style="list-style-type: none"> 1. 6th Core team will train staff on the key components of CFAs. 2. Principal and Ass't Principal will monitor team development of CFAs during collaboration time. 3. Team Leaders will share their first CFA with administration by the end of the 1st Quarter. 4. Student data will be analyzed after the first CFA is given. Intervention recommendations will be shared based on this data.

Progress Monitoring

Date	Comments/Feedback/Revisions

Goal Two				
Indicator Number	Indicator	Goal & Measure	Strategy	Action Steps
7.3	Promotes positive and collaborative staff relationships	To improve staff perceptions concerning administrator visits to classrooms by at least 20% (68% to 88%) as evidenced by the 9 Characteristics survey.	Create a system of teacher walk-through feedback and public records of administrator visitations.	1. Calendar walk-through times into our daily schedule. 2. Do a base-line analysis at the end of the 1st quarter. 3. Do a progress-monitoring analysis at the end of 1st Semester. 4. Share progress-monitoring data with staff (format TBD). 5. Do a final count at the end of the year.
Progress Monitoring				
Date	Comments/Feedback/Revisions			

Goal Three				
Indicator Number	Indicator	Goal & Measure	Strategy	Action Steps
4.2	Assists staff in the writing and use of formative and summative assessments	To improve staff understanding of common formative assessments as evidenced by every team developing at least 2 CFAs for student use this school year.	Using in building "experts" and collaboration time, teams will develop and implement CFAs with their students.	1. 6th Core team will train staff on the key components of CFAs. 2. Principal and Ass't Principal will monitor team development of CFAs during collaboration time. 3. Team Leaders will share their first CFA with administration by the end of the 1st Quarter. 4. Student data will be analyzed after the first CFA is given. Intervention recommendations will be shared based on this data.
Progress Monitoring				
Date	Comments/Feedback/Revisions			
Principal Signature:			Date:	
Supervisor Signature:			Date:	

PRINCIPAL PROFESSIONAL GROWTH PLAN



SCHOOL YEAR:

EMPLOYEE NAME:

Goal One

Indicator Number	Indicator	Significant Impact on Student Learning Goal & Measure	Strategy	Action Steps
4.2	Assists staff in the writing and use of formative and summative assessments	To improve staff understanding of common formative assessments as evidenced by every team developing at least 2 CFAs for student use this school year.	Using in building "experts" and collaboration time, teams will develop and implement CFAs with their students.	<ol style="list-style-type: none"> 1. 6th Core team will train staff on the key components of CFAs. 2. Principal and Ass't Principal will monitor team development of CFAs during collaboration time. 3. Team Leaders will share their first CFA with administration by the end of the 1st Quarter. 4. Student data will be analyzed after the first CFA is given. Intervention recommendations will be shared based on this data.

Progress Monitoring

Date	Comments/Feedback/Revisions

Goal Two				
Indicator Number	Indicator	Goal & Measure	Strategy	Action Steps
7.3	Promotes positive and collaborative staff relationships	To improve staff perceptions concerning administrator visits to classrooms by at least 20% (68% to 88%) as evidenced by the 9 Characteristics survey.	Create a system of teacher walk-through feedback and public records of administrator visitations.	1. Calendar walk-through times into our daily schedule. 2. Do a base-line analysis at the end of the 1st quarter. 3. Do a progress-monitoring analysis at the end of 1st Semester. 4. Share progress-monitoring data with staff (format TBD). 5. Do a final count at the end of the year.
Progress Monitoring				
Date	Comments/Feedback/Revisions			

Goal Three				
Indicator Number	Indicator	Goal & Measure	Strategy	Action Steps
4.2	Assists staff in the writing and use of formative and summative assessments	To improve staff understanding of common formative assessments as evidenced by every team developing at least 2 CFAs for student use this school year.	Using in building "experts" and collaboration time, teams will develop and implement CFAs with their students.	1. 6th Core team will train staff on the key components of CFAs. 2. Principal and Ass't Principal will monitor team development of CFAs during collaboration time. 3. Team Leaders will share their first CFA with administration by the end of the 1st Quarter. 4. Student data will be analyzed after the first CFA is given. Intervention recommendations will be shared based on this data.
Progress Monitoring				
Date	Comments/Feedback/Revisions			
Principal Signature:			Date:	
Supervisor Signature:			Date:	

Wenatchee S. D. Principal Evaluation

Significant Impact on Student Learning Worksheet



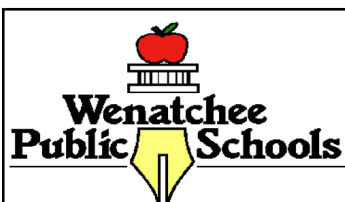
Instructions:

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 rate you below proficient on a single indicator, you will need to 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				



Principal Self-Assessment Worksheet

Name

Date

School

Evaluator

Use this form to summarize where you see yourself in each category. This will be used to help formulate your Professional Growth Goals

Criterion 1: School Culture	U	B	P	D
1.1 Continuous Improvement				
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				
Criterion 2: School Safety	U	B	P	D
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				
Criterion 3: Data Driven Plans	U	B	P	D
3.1 Collaboratively develops an action plan based on data				
3.2 Monitors implementation and effectiveness of the plan				
3.3 Ensures alignment of the CIPP plan				
3.4 Supports implementation of CIPP plan				
Overall Rating				
Criterion 4: Assisting Instructional Staff	U	B	P	D
4.1 Familiar with state and district standards				
4.2 Assists staff in writing and use of assessments				
4.3 Familiar/promotes district adopted instructional practices				
4.4 Supports staff collaboration				
4.5 Supports staff through professional development				
Overall Rating				
Criterion 5: Monitor and Evaluate Effective Instruction	U	B	P	D
5.1 Promotes and monitors use of adopted curriculum				
5.2 Uses a variety of measures and methods for observations				
5.3 Uses data to monitor and improve instructional practices				
5.4 Uses evaluation process to improve instruction				
Overall Rating				

Criterion 6: Managing Resources and Legal Responsibilities	U	B	P	D
6.1a Effectively manages Human Resources - Hiring practices				
6.2b Effectively manages Human Resources - Evaluation				
6.2 Effectively manages school resources and budget				
6.3 Legal and ethical practices				
Overall Rating				
Criterion 7: Partnering with School Community	U	B	P	D
7.1 Frequently & effectively communicates with parents				
7.2 Builds positive and collaborative collegial relationships				
7.3 Promotes positive and collaborative staff relationships				
7.4 Community dynamics, stakeholder input in decision making				
7.5 Promotes parent and community involvement				
Overall Rating				
Criterion 8: Closing the Achievement Gap	U	B	P	D
8.1 Using data to align resources				
8.2 Understands factors that contribute to achievement gap				
8.3 Student growth data				
Overall Rating				
Significant Impact on Student Learning	U	B	P	D
2.1 Building and classroom discipline				
4.2 Assists staff in writing and use of assessments				
4.4 Supports staff collaboration				
4.5 Supports staff through professional development				
5.1 Promotes and monitors use of adopted curriculum				
5.2 Uses a variety of measures and methods for observations				
5.3 Uses data to monitor and improve instructional practices				
8.3 Student growth data				
Overall Rating				
<p>Using the self-reflection data above, record those areas that you would like to consider as possible Professional Growth goal areas. Remember, one goal must be from the Impact on Student Learning/Teacher Quality sub-category:</p> <p>Possible Growth Areas:</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>				



Principal Mid-Year Self-Reflection Worksheet

Name

School

Date

Evaluator

Use this form to summarize where you see your progress in each Criterion & Goal area.

	P	NP	NA
Criterion 1: School Culture			
Criterion 2: School Safety			
Criterion 3: Data Driven Plans			
Criterion 4: Assisting Instructional Staff			
Criterion 5: Monitor and Evaluate Effective Instruction			
Criterion 6: Managing Resources and Legal Responsibilities			
Criterion 7: Partnering with School Community			
Criterion 8: Closing the Achievement Gap			
Criterion 9: Significant Impact on Student Learning			

P = Progressing
 NP = Not Progressing
 NA - Not Applicable (please provide explanation)

Goal 1: Significant Impact on Student Learning

Comments/Revision to plan:

Goal 2:

Comments/Revision to plan:

Goal 3:

Comments/Revision to plan:

Plans/Calendars



Wenatchee School District

Evaluation Pilot Communication Plan

Overview

The objective of the Evaluation Pilot communication Plan is to ensure that all Wenatchee School District Evaluation Pilot stakeholders and the broader community are fully informed about the scope and goals of the Evaluation Pilot project. The communication plan supports the strategic objectives and provide action items and timelines for the communication of the Evaluation Pilot project, as required by Washington State law E2SSB 6696. This plan serves as a guiding map for all internal and external communications.

Goals and Purposes

- Project Awareness
- Specific information and events
- Timelines
- Roles and responsibility
- Formative feedback during the development stage
- Evaluative feedback during the Pilot process
- Ensure a clear understanding of the project and new state evaluation requirements
- Gather formative feedback while creating the evaluation tools to make adjustments to the tools, processes, timelines, etc.
- Gather evaluative feedback during and after the pilot regarding tools, processes, timelines, etc.

Stakeholder Groups

1. Pilot Participants

- Evaluation Pilot committee members
- Wenatchee School District teachers and administrators

2. Stakeholders within the education community are not participating in the District pilot project.

- Non-participating school district staff
- Wenatchee School Board
- School District Administrators (not directly participating)
- Wenatchee Education Association Officers
- State Teacher Principal Evaluation Pilot Steering Committee (TPEP)

3. Stakeholders outside of the education community.

- Parents
- Community members
- Educators and other communities throughout Washington State

Key Communicators

1. Evaluation Pilot Steering Committee members
2. Evaluation Pilot Principal and Teacher Committee members
3. Wenatchee School District Improvement Task Force (composed of district administrators, teachers, and community members) Evaluative feedback from parents and business owners will be solicited through the District Improvement Task Force, which is a strategic planning advisory body.

Communication Methods

- Meetings and Presentations
- Email
- Website
- Publications
- Professional Development
- Surveys

Meetings and Presentations

Committee Meetings

- Pilot Steering Committee meetings are used to make functional decisions and to accomplish the implementation steps identified in the project plan.
- Teacher and Principal Committee meetings are used to create and modify the actual evaluation tools.

Meetings and Presentations

- The Evaluation Pilot Steering Committee will meet with each school staff. They will present the new Evaluation tools, and provide interactive dialog to ensure understanding.
- Principal meetings – awareness and feedback
- The Evaluation Pilot Steering Committee will present Evaluation Pilot overview and implications at public meetings
- Presentations to area superintendents, principals and teachers
- Board of Director updates
- Wenatchee Education Association and North Central Washington Uniserv Meetings - Wenatchee Education Association President, who serves on the district Steering Committee, reports pilot progress at every WenEA (monthly) and Uniserv (bimonthly) meeting.
- District Improvement Task Force – the committees will use the task force as a means of gathering parent/community feedback.
- See appendix for meeting and presentation materials

Email

- Email will be used to facilitate detailed communication among and between project teams.
- Email will be used to communicate with all principals, teachers and staff.

Website

The WSD Evaluation Pilot website is a public site that can be accessed by anyone internally and externally to WSD. The address is: www.wenatcheeschools.org – choose Evaluation Pilot from the top menu. The website provides a repository for meeting minutes, newsletters, and documents, including the actual evaluation rubrics, as well as a vehicle for disseminating information and gathering feedback about the project.

- Website is updated after each committee meeting – minutes, drafts, electronic article, and Power-Point presentations
- Website includes news of upcoming events
- Website includes current and archival newsletters

Publications:

- WSD publications, including the internal Evaluation Pilot Newsletter, and Inside Wenatchee Schools community newsletter, are used to publish announcements and reports regarding the purpose and status of the project.
- Wenatchee Education Association monthly newsletter, Communique (update included in every issue)
- Local media, including The Wenatchee World newspaper, is invited to learn more and write about the Evaluation Pilot.
- See appendix

Professional Development

Required Training for Teacher Evaluation Pilot participants:

- Rubric and calibration training for all principals and participating teachers.
- Marzano Instructional Framework training for all participating principals and teachers. Marzano Instructional Framework, which is an integral component of the evaluation too.

Optional Training for all staff:

- Rubric and calibration training.
- Marzano Instructional Framework training.
- Principal Evaluation Pilot Professional Development Plan (see appendix - Professional Development Plan)

Communication Timeline

- September 2010 – May 2011 – Rep Council Meetings, awareness and feedback.
- September 2010 – April 2011 – Principal meetings, principal pilot awareness and feedback
- October 2010 - Awareness presentations at building staff meetings
- April 29, 2011 – All district email announcing the posting of evaluation rubric drafts on district Evaluation Pilot website
- May 4, 2011 – All district email inviting teachers to apply to participate in the first year (2011/2012) of the evaluation pilot
- May 2011 - Rep Council meetings – awareness and feedback
- June 2011 - Professional Development for Teacher Pilot Participants
- August – September 2011: Initial training of evaluation tools and processes
- October 2011 - Evaluative feedback on self-assessment and goal setting process
- 2011 – 2012 School Year - Quarterly Evaluative feedback on tools, forms, processes and professional development (see appendix Evaluation Plan)
- May 2012 – Survey collecting final evaluative feedback

Evaluation Pilot Communication Methodology Table

What	Who/Target	Purpose	Timeline/Frequency	Type/Method(s)
Initiation Meeting	Steering Committee State TPEP	Gather information for Initiation Plan	First. Before Evaluation Pilot Start Date	Meeting
Distribute Evaluation Pilot Initiation Plan	Steering Committee	Distribute Plan to Teacher and Principal Committee.	Before Kick Off Meeting Before Evaluation Pilot Start Date	Meeting
Evaluation Pilot Kick Off	All Pilot participants. Teacher and Principal Committees, Communications personnel	Communicate plans and stakeholder roles/responsibilities. Encourage communication among stakeholders.	At or near Evaluation Pilot Start Date	Meeting Distribute electronically and post via web
Status Reports	All staff	Update all staff	As activity and changes occur. Regularly scheduled, quarterly is minimum frequency.	Website Report (Evaluation Pilot newsletter) Distribute electronically using email.
Team Meetings	Teacher Committee. Principal Committee. Steering Committee.	Action creating evaluation rubrics.	Weekly, or as needed	Meeting
Building Staff Meetings	Steering Committee.	Present to all building staffs. Question and answer, dialog.	At or near Evaluation Pilot start date. At or near end of first year.	Meeting
Evaluation Pilot Meetings	Steering Committee. TPEP Committee. All Evaluation Pilot teams.	Update Evaluation Pilot committees on status and discuss critical issues. Work through issues and change requests.	Regularly scheduled, arranged by state TPEP.	Meeting

What	Who/Target	Purpose	Timeline/Frequency	Type/Method(s)
Evaluation Pilot Rollout to greater stakeholders	Steering Committee. All staff.	Seek teacher participants for 2011/2012 Evaluation Pilot.	At or near the end of the first year.	Meeting Distribute electronically and post via web Evaluation Pilot newsletter, emailed to all WSD staff
Submit to State	Steering Committee. TPEP.	Present rubrics to state TPEP, who will submit to state legislature	At or near the end of first year.	Meeting/Report
Evaluation Pilot Planning for Year Two	Steering Committee	Identify teacher participants. Plan Professional Development.	End of Evaluation Pilot or end of major phase	Meeting/Report
Evaluation Pilot Review	Steering Committee	Review overall health of the Evaluation Pilot and highlight areas that need action. Identify improvement plans, lessons learned, what worked and what could have gone better. Review accomplishments.	Annually or as needed.	Meeting/Report.
Professional Development	All Pilot participants. Teacher and Principal Committees, Communications personnel	Train stakeholders in evaluation tool.	At or near Evaluation Pilot Start Date. Monthly (or more as needed)	Meeting Distribute electronically and post via web
Presentations to Special Interest Groups	Examples: NCESD Superintendent meetings. NCESD Principal Meetings. WA ASCD meetings.	To update external groups to promote communication a create awareness of project.	At Evaluation Pilot milestones so as to communicate with other interested parties.	Presentation/ Demonstration
Principal Initiation of Process	Principals	Overview of ESSB 6696 and pilot project.	September 2011.	Principal meeting.
Pilot Year Kick Off	All Pilot participants. Teachers. Principals. Teacher and Principal Committees, Communications personnel.	Overview of ESSB 6696 and pilot project.	Beginning of Pilot Year, October – November 2011	Staff Meetings Distribute electronically and post via web

What	Who/Target	Purpose	Timeline/Frequency	Type/Method(s)
Principal Awareness	Principals	Update on principal committee work (draft rubrics, minutes)	Monthly	Email
Teacher Awareness	Teachers	Update on principal committee work (draft rubrics, minutes)	Monthly	Email
K-12 WenEA Awareness	K-12 Association Representatives	Update on principal committee work (draft rubrics, minutes)	Monthly	Email
Status Reports	All staff, public	Update all staff and public on progress of Evaluation Pilot initiation year.	As activity and changes occur. Regularly scheduled, quarterly is minimum frequency.	Website Report (Evaluation Pilot newsletter) Distribute electronically using email.
Other	To be determined by the Steering Committee	General communications	As needed	Email, website, meetings, etc.
Principal Feedback	Principals	Feedback on principal rubric and summative evaluation process/report	February and April 2012	Principal meetings.
Teacher Feedback	TPEP participating teachers	Feedback on teacher rubric and summative evaluation process/report	February and April 2012	TPEP Teacher meetings.
Evaluation Pilot Review	Steering Committee	Review overall health of the Evaluation Pilot and highlight areas that need action. Identify improvement plans, lessons learned, what worked and what could have gone better. Review accomplishments.	Monthly or as needed.	Meeting/Report.
Evaluation Pilot Conclusion Year One	Steering Committee	Create summative report with information Gathered from all feedback and evaluations	May/June 2012	Meeting/Report
Submit Evaluation Pilot results to state	Steering Committee TPEP	Submit results. Review overall health of the Evaluation Pilot and highlight areas that need action. Identify improvement plans, lessons learned, what worked and what could have gone better. Review accomplishments.	June 2012.	Meeting/Report.

Appendix

Appendix A Principal Professional Development Plan

Appendix B Principal Evaluation Plan

Appendix C Presentation (PowerPoint)

Appendix D Newsletter Sample

Appendix E Website Sample



Wenatchee S. D. Principal Evaluation Pilot

Professional Development Plan

Purpose: There are two primary purposes behind the pilot professional development: 1) create shared understanding about the content/expectations of the rubrics and the use of the identified evidence/measures, 2) provide training that aligns to the rubrics and promotes professional growth.

Methods: Two hours of professional development will be provided each month in support of the principal evaluation pilot. Each training will be provided one month in advance of when the individual criterion will be reviewed in the principal-supervisor 1 on 1 meeting. The training format will be as follows: 1) review and discuss the content and expectations of each rubric, 2) principals will share samples of the evidence/measures that they will use for each rubric, 3) participants will share best practices from personal experience that relate to the individual rubrics, 4) participants will review current literature that is relevant to the criterion being studied.

Calendar:

Date	Topic
August	Overview of the tool, forms, processes, professional development plan, evaluation plan
September	Criterion 1, Self-assessment, Goal-setting
October	Criterion 3
November	Criterion 4
December	Criterion 5, Mid-year Conference
January	Criterion 6
February	Criterion 8, Data Reports
March	Criterion 2
April	Criterion 7
May	Self-assessment/Summative Report

Wenatchee S. D. Principal Evaluation Pilot Evaluation Plan

Purpose: The intent of the evaluation plan is to gather timely feedback about the evaluation rubric language, evidence/measures, forms, process, summative rating process, specific aspects of the rubrics (i.e. student growth data), and the professional development.

Methods: The primary means for gathering feedback will be through meetings and surveys. The feedback will be in both narrative and numerical rating form. The calendar for gathering feedback is aligned with the evaluation timelines in order to assure that experiences are still fresh in the minds of participants.

Incorporation of feedback: The principal evaluation committee will review feedback as it is collected and make edits as deemed appropriate.

Calendar:

Month: November, 2011

Topics: Goal Setting, Criteria 1 and 3, Professional Development

Questions to be answered:

- Did the professional development clarify the expectations identified in the individual rubrics?
- Did the professional development provide sufficient support for professional growth in criteria 1 and 3?

Month: February, 2012

Topics: Mid-year Conference, Evidence/measures, Criteria 4 and 5, Professional Development

Questions to be answered:

- Did the professional development clarify the expectations identified in the individual rubrics?
- Did the professional development provide sufficient support for professional growth in criteria 4 and 5?
- Do the identified evidence and measures provide adequate and accurate information upon which to base evaluation ratings?
- Are the time requirements for gathering evidence and measures reasonable?
- Is the mid-year conference meaningful and a good intermediate measure of progress?

Month: May, 2012

Topics: Use of data, Criteria 6 and 8, Professional Development

Questions to be answered:

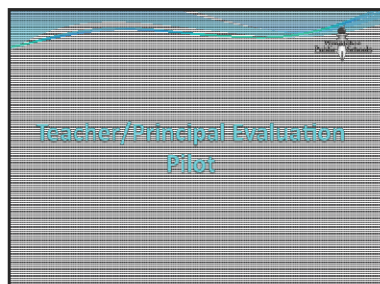
- Did the professional development clarify the expectations identified in the individual rubrics?
- Did the professional development provide sufficient support for professional growth in criteria 6 and 8?

Month: June

Topics: Summative Scoring, Criteria 2 and 7, Professional Development

Questions to be answered:

- Did the professional development clarify the expectations identified in the individual rubrics?
- Did the professional development provide sufficient support for professional growth in criteria 2 and 7



Evaluation Pilot

- Wenatchee applied and was selected for a grant to participate in the development of the new teacher and principal evaluations and pilot the use of the new systems.
- Allotted \$128,000 in grant funds to support our work
- We are one of 8 districts participating in the pilot

Evaluation Pilot Timelines

- 2010-2011 Develop evaluation tool and system
- 2011-2012 Pilot new evaluation
- 2012-2013 Second year to pilot and modify
- 2013-14 Full implementation of new evaluation system in all school districts in Washington State

Requirements in 6696 for the Pilot Districts?

- New models must be aligned to the new 8 criteria and utilize 4-tiered rubrics.
- Identification of, or development of, appropriate multiple measures of student growth.
- Professional development programs and evaluator training for teachers and principals.
- The new tools must be piloted and evaluated during the 2011-12 school year.

WSD's Committee Structure

Steering Committee
Superintendent, 4 Admin., 3 Teachers

Teacher Committee 5 Admin., 6 Teachers	Principal Committee 6 Admin., 5 Teachers
--	--

WSD's Committee Goals

- Develop evaluation tools that reflect current research and promote professional growth.
- Review the current tools and retain those aspects that are effective and eliminate or revamp those aspects that are not.
- We will build off of previous work and experiences.
- Effectively use multiple measures of student growth for building instructional improvement
- Develop tools that are truly beneficial, not just the fulfillment of a requirement.
- Develop a teacher/principal evaluation system that reflects the WSD vision of becoming a world class school district.

Teacher Committee Work Completed to Date

- Review of the Research
 - Identify the characteristics of effective evaluation to guide the development of the evaluation tools
 - Identify the characteristics of effective instruction/leadership
 - Get feedback from our staff – what works, what could be better
- Evaluation Tool Format
 - Review the new criteria & compare with existing criteria
 - Review current evaluation tools
 - Look at sample evaluation tools
 - Create 4 tier language

Teacher Committee Work Completed to Date

- Alignment of existing descriptors to the new criteria
- Creation of new descriptors based upon gaps between existing tools and the characteristics of effective instruction/leadership

Teacher Committee To Do's

- Identification of Evidence/Measures for evaluating the performance criteria
- Format, forms, process, and weighting system
- Identification of multiple measures of student growth and models for the use of data
- Pilot Plan
 - Selection of participants for the pilot year
 - Professional Development Plan for use of the new tools
 - Calibration training
 - Develop a plan for evaluating the new tools

Principal Work Completed to Date

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.).

Principal Work Completed To Date

Evaluation Tool Format

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

Principal Work Completed To Date

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.

Principal Work To Do's

Development of the evaluation process.

- Identification of Evidence/Measures for evaluating each of the performance criteria.
- Create a differentiated process for evaluation, including timelines, forms for goal-setting, and the summative evaluation.
- Format, forms, process, and weighting system.

Principal Work To Do's

Implementation

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

Communication

- Newsletter
- District Website
- Meetings
 - WENEARep 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).

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.
- Determining a summative rating.
- Use of data and impact on student learning.

Evaluation Pilot News

November 2010

What is the Evaluation Pilot?

In March of 2010, the Washington State legislature passed Engrossed Second Senate Bill 6696 (E2SSB 6696), a law requiring the following:

- ▶ Revision of the teacher and principal evaluation system.
- ▶ A pilot project that would provide funding to selected districts that would then develop systems that would align to the new requirements.
- ▶ All districts in the state of Washington are required to adopt evaluation systems that align to the new requirements by the 2013-14 school year.

Wenatchee School District (WSD) has been selected as a participant in a state pilot program focusing on principal and teacher evaluation systems. WSD is one of eight school districts and one educational service district. Committees have begun work developing evaluation systems. Midway through the pilot period, and at its conclusion, the Office of the Superintendent of Public Instruction for Washington will collect and analyze materials from the pilot districts and make recommendations to the Legislature regarding the adoption



Teacher Committee gets to work

of one or more of the systems for use by districts in the state.

Beginning in the 2013-14 school year, all districts will be required to adopt evaluation systems in alignment with the house bill.

Communication

Communication is an important part of the Evaluation Pilot.

Website. To keep all staff up-to-date on the process, a new section on the District web site has been created called Evaluation Pilot. Basic information, links to state resources, and meeting minutes are just a few items that are updated regularly.

Newsletter. This newsletter will be sent to all staff periodically in PDF format via email. Paper copies can be requested as well.

Face To Face. Team members are coming to schools to meet with staff in November and December.

Call, email, talk. Don't hesitate to contact team members. "Tell us your ideas! We want input from everyone, and we need to hear it," invites **Chris Cloke**, member of the Teacher Evaluation Committee.

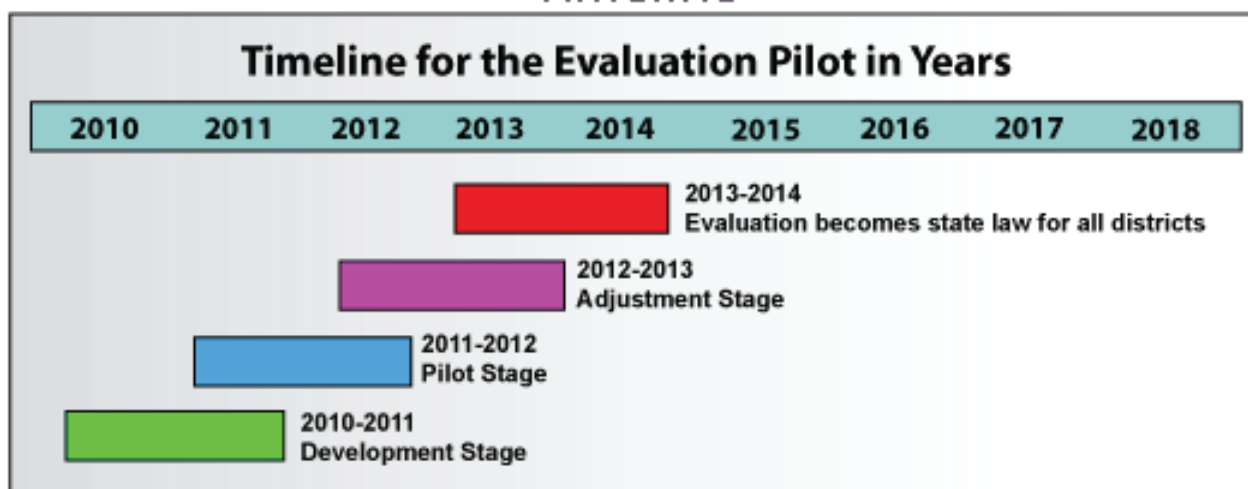


An Evaluation Pilot section has been added to the district website.

In this issue . . .

- Timeline
- Goals
- School Communication Meeting Schedule
- Committee Members
- New Evaluation Criteria Requirements

Timeline



Steering Committee Goals

Principal/Teacher Evaluation Pilot Committee Goals and Outcomes

1. Develop evaluation tools that reflect current research and promote professional growth.
2. Review the current tools and retain those aspects that are effective and eliminate or revamp those aspects that are not.
3. We will build off of previous work and experiences.
4. Effectively use multiple measures of student growth for building/instructional improvement.
5. Develop tools that are truly beneficial, not just the fulfillment of a requirement.
6. Develop a teacher/principal evaluation system that reflects the WSD vision of becoming a world class school district.

School Communication Meeting Schedule

Representatives from each committee will be visiting schools in November and December to talk about the Evaluation Pilot: What is involved, what's happened so far, and to answer any questions.

School	Date	Time
Orchard	November 30	3:00 PM
Lewis & Clark	November 10	3:00 PM
Washington	November 17	3:00 PM
Sunnyslope	November 17	3:00 PM
Columbia	TBD	
Lincoln	December 1	3:00 PM
Newbery	December 15	2:40 PM
Mission View	December 15	3:00 PM
Foothills	December 15	3:00 PM
Pioneer	TBD	
WHS	TBD	
WestSide	19-Nov	7:50 AM
Valley Academy	November 8	Noon

COMMITTEES

Steering Committee

Brian Fones, Superintendent, Wenatchee School District
Jon DeJong, Assistant Superintendent, Org. Development
Lisa Turner, Director, Human Resources
Mark Helm, Principal, Pioneer Middle School
Fay Crawford, Principal, Columbia Elementary
Mark Woolsey, 5th Grade Teacher, Columbia Elementary
Chris Cloke, Language Arts Teacher, Wenatchee High School
Gayle Northcutt, WenEA Representative

Teacher Evaluation Committee

Coni Carlquist, 5th Grade Teacher, Mission View Elementary
Susan Cox, 7th Grade Core Teacher, Pioneer Middle School
John Spencer, Science Teacher, Wenatchee High School
Fay Crawford, Principal, Columbia, & Steering Committee
John Waldren, Principal, Foothills Middle School
Kory Kalahar, Principal Wenatchee High School
Lisa Turner, Director, Human Resources
Jodi Smith, Assistant Superintendent of Learning and Teaching
Evelyn Kellogg, WenEA Bargaining Representative
Gayle Northcutt, WenEA Representative
Chris Cloke, Language Arts Teacher, Wenatchee High School,
and Steering Committee Teacher Representative

What Committee Members Are Saying

I knew that the state was requiring a new evaluation tool and I had heard that it would be perhaps more in depth and specific than what our district is using now. I wanted

to be able to be a voice for teachers regarding decisions about what constitutes quality instruction. I want to help ensure that the new evaluation tool will be a vehicle for teachers to improve their teaching regardless of their current level of expertise. I hope the end product will be something that I can use on a regular basis to improve my own classroom instruction.

— Susan Cox, 7th Grade Teacher,
Pioneer Middle School



Principal Evaluation Committee

Leslie Peterson, 3rd Grade Teacher, Sunnyslope Elementary
Kathy Sadler, PE Teacher, Orchard Middle School
Brian Lee, Social Studies Teacher, Wenatchee High School
Mark Goveia, Principal, Sunnyslope Elementary
Bill Eagle, Principal, Orchard Middle School
Jeff Johnson, Principal, WestSide High School
Jon DeJong, Assistant Superintendent - Organizational Development
Colleen Obergh, Director, Special Education
Mark Helm, Principal, Pioneer Middle School and Steering Committee Principal Representative
Chris Ferrians, WenEA Representative
Mark Woolsey, 5th Grade Teacher Columbia and Steering Committee Teacher Representative



Assistant Superintendent Jon DeJong talks to the principal committee

E2SSB 6696 New Evaluation Criteria

New Teacher Criteria

#1 Centering instruction on high expectations for student achievement.	#2 Demonstrating effective teaching practices.
#3 Recognizing individual student learning needs and developing strategies to address those needs.	#4 Providing clear and intentional focus on subject matter content and curriculum.
#5 Fostering and managing a safe, positive learning environment.	#6 Using multiple student data elements to modify instruction and improve student learning.
#7 Communicating with parents and school community	#8 Exhibiting collaborative and collegial focus on improving instructional practice and student learning.

New Principal Criteria

#1 Creating a school culture that promotes the ongoing improvement of learning and teaching in students and staff.	#2 Providing for School Safety
#3 Leads development, implementation and evaluation of data-driven plan for increasing student achievement, including the use of multiple student data elements.	#4 Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.
#5 Monitoring, assisting, and evaluating effective instruction and assessment practices.	#6 Managing both staff and fiscal resources to support student achievement and legal responsibilities.
#7 Partnering with the school community to promote student learning.	#8 Demonstrating commitment to closing the achievement gap.

What Committee Members Are Saying

I chose to participate because I believe in an evaluation system that does more than check a box. The system should, in my opinion, facilitate a conversation which enables self-reflection and encourages continual incremental improvements; plus, the system should provide the means--the professional development--to allow teachers to better themselves based on their individual needs.

This is weighty work, not to be taken lightly. It may influence education in this state for the next 5, 10, or 20 years.

Chris Cloke, Language Arts Teacher, Wenatchee High School



What's Next . . . Scott Poirier is coming on November 15 to instruct both teams on the process to create rubrics. Poirier has been a teacher, assistant principal, principal, assistant superintendent, the state assistant superintendent for secondary education at OSPI, and now the K-12 Education Coordinator for the WEA. WEA is collaborating with administrators in the district to construct the teacher and principal evaluation rubrics focused on career-long professional growth.

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Wenatchee School District

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Evaluation Pilot

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- ▼ [Steering Committee](#)
 - [Meeting Minutes](#)
 - [Members](#)
 - [Budget](#)
 - [Goals](#)
- ▼ [Principal Committee](#)
 - [Meeting Minutes](#)
 - [Evaluation Criteria](#)
 - [Evaluation Process \(PDF\)](#)
 - [Principal and Assistant Principal Evaluation Rubric \(PDF\)](#)
 - [Principal Evaluation Summative Report](#)
- ▼ [Teacher Committee](#)
 - [Meeting Minutes](#)
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 - [Classroom Teacher Evaluation Rubric \(PDF\)](#)

Evaluation Pilot Quick Links

[OSPI Website](#)



Scott Poirier Leads Workshop for New Evaluation Criteria

[Home](#)

Evaluation Pilot

What's Happening Now

- May, requests will be sent out for pilot volunteers (classroom teachers)
- May 19, State TPEP members come to Wenatchee to meet with Steering Committee
- June 20 and 21, Dr. Robert Marzano will conduct training for pilot members
- June 27, Share completed models with all pilot participants, Spokane Convention Center
- At the last meeting, Scott Poirer emphasized and clarified that we will be focusing on student learning (over time) rather than student achievement (one time).

Process for applying for 2011-12 Evaluation Pilot


The process of requesting volunteers for the classroom teacher evaluation pilot is beginning. This is a one-year commitment and provides the participant the opportunity to give input before this or another evaluation tool becomes state law in 2013-14.

- The Evaluation Pilot committee is hoping to get 57 volunteers. Breakdown:
 - 3 at each elementary
 - 6 at each middle school
 - 3 at West Side High School
 - 15 at Wenatchee High School
- All Teachers will receive an email invitation from Human Resources to apply.
- Volunteers apply to principals, including reasons for wanting to participate.
- Principals select candidates from volunteers based on the identified criteria. Criteria for consideration include years of experience, and variety of grade levels and content areas represented.
- Principals submit all volunteers' applications, along with their selections for participating, to Human Resources.
- **June 20th – 21st: Required training for all pilot participants** (participants will be time sheeted for the two day training). Marzano will be at this training.

WSD is one of 9 school districts in the State conducting this pilot. WSD is the only district using the Marzano model as part of the criteria. Marzano will be instrumental in helping WSD develop the criteria used to evaluate teachers.

Background


Wenatchee School District has been selected as one of nine [pilot participants](#), which includes eight districts and one consortium of districts, to participate in the 2010/2011 Teacher/Principal Evaluation Pilot: Anacortes, Central Valley (Spokane), Kennewick, North Mason, North Thurston, Snohomish, Othello, Wenatchee, and ESD 101 Consortium.

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Wenatchee School District Principal Evaluation Pilot

Pilot Plan

Purpose: The Wenatchee School District's principal evaluation pilot has 3 purposes: 1) to provide a risk-free environment in which to use the draft evaluation tools and processes, 2) to provide professional development that clarifies the expectations that are incorporated into the rubrics, forms, and processes, and supports professional growth that aligns with the evaluation tool, and finally 3), to gather timely feedback regarding rubric language, forms, stages of the evaluation process, multiple measures, and the professional development.

Participants: All building principals will participate in the evaluation pilot. Because the tool is untested, the district and principals association have agreed that no participant will receive a summative rating lower than "basic."

Pilot Process: The draft Wenatchee School District evaluation tool and process allows for differentiated evaluation based upon experience and previously demonstrated proficiency. Because of that, the pilot will include participants who will be evaluated using the entire tool, as well as participants who will experience a more abbreviated evaluation process. Through the pilot process, we want to have a comprehensive evaluation of both evaluation options.

A clearer idea of what these evaluation options will look like can be found in the document entitled, Wenatchee School District Principal Evaluation Process.

The new principal evaluation tool includes an indicator titled, "Student Growth Data." In this rubric, the principal will receive a rating based upon student achievement data. Although the committee believes that student data can and should be used as a measure of principal effectiveness, it is uncharted and untested territory in the Wenatchee School District. Consequently, during the pilot, the rating a principal receives for "Student Growth Data" will not be factored into the summative rating. The pilot will enable us to evaluate the clarity, fairness, and weighting of this individual rubric.

At this time there are three potential options for calculating the summative rating. Each of the options incorporates more than just the scores for the 8 evaluation criteria. The options include: 1) Adding a score for a 9th category called "Significant Impact on Student Learning, 2) Adding a score for a 9th category called "Professional Growth,"

3) Adding 2 additional scores, one for “Significant Impact on Student Learning” and the other for “Professional Growth.” These options are detailed in the document entitled, Wenatchee School District Evaluation Process. We will explore all three options during the pilot.

Another aspect of the pilot process will be professional development (see Professional Development Plan), which will be front-loaded so that it is “just-in-time” for supervisors and those being evaluated. The professional development will include unwrapping the rubrics, clarifying measures and evidence, sharing of best practices, and literature/research supporting the individual criterion. This plan will have the dual effect of clarifying expectations for those being evaluated and promoting inter-rater reliability among supervisors.

The pilot will also include a process for evaluating each aspect of the principal evaluation tools and processes (See Evaluation Plan). The evaluation plan will include a variety of methods for gathering feedback, which will be solicited at key times during the pilot. Those key times will align with the steps in the evaluation process (i.e. self-assessment, goal-setting) and the 1 on 1 review calendar. (At 1-on-1 meetings, the supervisor and principal will review individual criterion according to a pre-established calendar. Depending upon the criterion being evaluated, the meeting may be an observation, a review of student data, or looking at other artifacts that have been identified as measures).



Wenatchee School District Principal Evaluation Pilot

Professional Development Plan

Purpose: There are two primary purposes behind the pilot professional development: 1) create shared understanding about the content/expectations of the rubrics and the use of the identified evidence/measures, 2) provide training that aligns to the rubrics and promotes professional growth.

Methods: Two hours of professional development will be provided each month in support of the principal evaluation pilot. Each training will be provided one month in advance of when the individual criterion will be reviewed in the principal-supervisor 1 on 1 meeting. The training format will be as follows:
1) review and discuss the content and expectations of each rubric, 2) principals will share samples of the evidence/measures that they will use for each rubric, 3) participants will share best practices from personal experience that relate to the individual rubrics, 4) participants will review current literature that is relevant to the criterion being studied.

Calendar:

Date	Topic
August	Overview of the tool, forms, processes, professional development plan, evaluation plan
September	Criterion 1, Self-assessment, Goal-setting
October	Criterion 3
November	Criterion 4
December	Criterion 5, Mid-year Conference
January	Criterion 6
February	Criterion 8, Data Reports
March	Criterion 2
April	Criterion 7
May	Self-assessment/Summative Report



Wenatchee School District Principal Evaluation Pilot

One-on-One Meeting Schedule

Purpose: One on one meetings are the primary means by which principals demonstrate competency on each criterion and show progress toward meeting professional goals

Process: One hour monthly meetings will be scheduled between the principal and his/her evaluator. The schedule below outlines the primary areas of focus for each meeting, but these meetings will not necessarily be limited to these discussion topics. Observations, walk-throughs, sharing of artifacts, and reviewing select reports are the primary measures that will be used in the meetings to demonstrate competency.

Below is the calendar of discussion topics:

Calendar:

Date	Topic
October	Criterion 1, Self-assessment, Goal-setting
November	Criterion 3
December	Criterion 4
January	Criterion 5, Mid-year Conference
February	Criterion 6
March	Criterion 8, Data Reports
April	Criterion 2
May	Criterion 7
June	Criterion



Wenatchee School District Principal Evaluation Pilot Evaluation Plan

Purpose: The intent of the evaluation plan is to gather timely feedback about the evaluation rubric language, evidence/measures, forms, process, summative rating process, specific aspects of the rubrics (i.e. student growth data), and the professional development.

Methods: The primary means for gathering feedback will be through meetings and surveys. The feedback will be in both narrative and numerical rating form. The calendar for gathering feedback is aligned with the evaluation timelines in order to assure that experiences are still fresh in the minds of participants.

Incorporation of feedback: The principal evaluation committee will review feedback as it is collected and make edits as deemed appropriate.

Calendar:

Month: November 2011

Topics: Goal Setting, Criteria 1 and 3, Professional Development

Questions to be answered:

- How effective was the professional development in clarifying the expectations identified in the individual rubrics? Are there specific rubrics that are still unclear?
- Did the professional development provide sufficient support for professional growth in criteria 1 and 3? What additional support do you need?
- Do the identified evidence and measures provide adequate and accurate information upon which to base evaluation ratings?
- Are the time requirements for gathering evidence and measures reasonable?
- Do you feel that the goal-setting process was meaningful and promoted professional growth?
- 1.4- Have you had sufficient training in using Data Director to access data and for data analysis? If not, what do you need?

Month: February 2012

Topics: Mid-year Conference, Evidence/measures, Criteria 4 and 5, Professional Development

Questions to be answered:

- How effective was the professional development in clarifying the expectations identified in the individual rubrics? Are there specific rubrics that are still unclear?
- Did the professional development provide sufficient support for professional growth in criteria 4 and 5? What additional support do you need?
- Do the identified evidence and measures provide adequate and accurate information upon which to base evaluation ratings?
- Are the time requirements for gathering evidence and measures reasonable?
- Is the mid-year conference meaningful and a good intermediate measure of progress?
- What are the deficiencies in 8.3? How can we improve them?
- What happens if the principal is able to demonstrate proficient growth w/ one assessment, but not with other selected measures?
- What happens if they meet the growth/standard measures in one subject area, but not another?

Month: May 2012

Topics: Use of data, Criteria 6 and 8, Professional Development

Questions to be answered:

- How effective was the professional development in clarifying the expectations identified in the individual rubrics? Are there specific rubrics that are still unclear?
- Did the professional development provide sufficient support for professional growth in criteria 6 and 8? What additional support do you need?
- Do the identified evidence and measures provide adequate and accurate information upon which to base evaluation ratings?
- Are the time requirements for gathering evidence and measures reasonable?
- What are the deficiencies in 8.3? How can we improve them?
- What happens if the principal is able to demonstrate proficient growth w/ one assessment, but not with other selected measures?
- What happens if they meet the growth/standard measures in one subject area, but not another?

Month: June 2012

Topics: Summative Scoring, Criteria 2 and 7, Professional Development

Questions to be answered:

- How effective was the professional development in clarifying the expectations identified in the individual rubrics? Are there specific rubrics that are still unclear?
- Did the professional development provide sufficient support for professional growth in criteria 2 and 7? What additional support do you need?
- Do the identified evidence and measures provide adequate and accurate information upon which to base evaluation ratings?
- Are the time requirements for gathering evidence and measures reasonable?
- Are there any other indicators that should be added to the “deemed proficient” list?