



Wenatchee School District Principal Evaluation Pilot

Principal Evaluation Process

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

Summative: The final Criteria rating.

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

Evaluation Options

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

Option One Evaluation Process:

Fall

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

Winter

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

Spring

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

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

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

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

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

Option Two (Change in Position) Evaluation Process:

Fall

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

Winter

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

Spring

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

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

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

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

Option Three Evaluation Process:

Fall

IV. Develop the Professional Growth Plan

- a. The principal will review his/her self-assessment and the goal areas identified in the previous year’s summative evaluation and prioritize areas of growth. These prioritized areas of growth will provide the basis for the professional goals in the Professional Growth Plan.
- b. The principal will enter the results from the self-assessment and summative evaluation into the Significant Impact on Student Learning Worksheet and identify a focus for one of the professional goals.
- c. The principal will write 3 professional goals, complete with measures, strategies, and action steps.

V. The supervisor will review the Focused Growth Plan with the principal in either August or September and make adjustments as deemed appropriate. The final Professional Growth Plan will guide the principal’s personal professional growth for the year and completion of the goals will be part of the Summative Evaluation.

- a. When the principal and his/her supervisor meet to edit and finalize the Professional Growth Plan, they will also identify each of the indicators that will be “deemed proficient” for the year and not included in the Collection of Evidence.

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

Winter

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

IX. Mid-year Self-Reflection Meeting

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

Spring

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

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

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

Appeals Process:

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

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

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

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