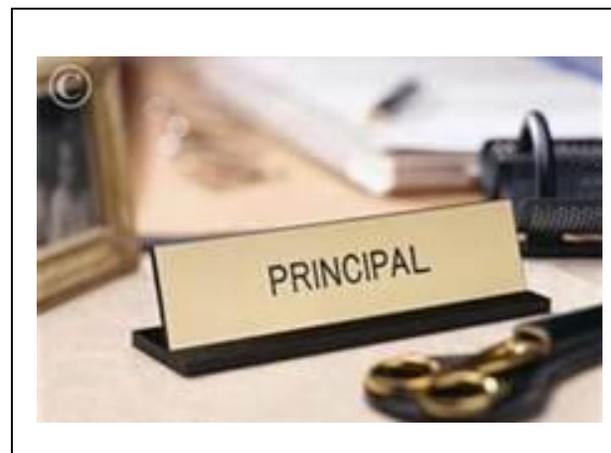


# Ohio Principal Evaluation System



Model



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### Preface

Over the past decade, Ohio has made important education policy advances, with a focus on standards and accountability, which together have moved Ohio's kindergarten through 12<sup>th</sup> grade system forward in several important ways.

Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

#### **The Ohio Standards for Principals:**

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

In 2007, through a grant with the Wallace Foundation, the Ohio Department of Education convened a group of educational stakeholders from across the state to design a model principal evaluation system aligned to Ohio's Standards for Principals. This evaluation system was piloted in 2007-2008, and in fall 2008 twenty districts representing 140 schools committed to adopting the model evaluation system or developing an aligned model. The districts underwent a year-long training and credentialing process. In May 2009, the State Board of Education adopted the Ohio Guidelines and the Principal Evaluation Model Framework. This revised edition of the Ohio Principal Evaluation System includes a scoring rubric that evaluators can use to make summative evaluations of principal effectiveness.

## The Principles of the Evaluation System

The Ohio Principal Evaluation System is designed to be used to assess the performance of Ohio principals. It is not a prescription but instead a resource model made available to districts to use as they find appropriate. It is designed to be used in whole or part, in current or adapted form. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of school leaders and in strengthening the professional growth of these school leaders.

### What OPES Is Based On:

The system is a research-based model for the evaluation of school principals which is aligned with:

- The Ohio Standards for Principals and ISLLC
- National and state legislation
- Current evidence and new findings on effective leadership
- Research linking leadership to student achievement and learning

### How OPES is Designed:

The system is designed to be:

- Fair and equitable
- Understandable and easy to use for both principals and their evaluators
- Adaptable to local conditions and needs (allows for tailoring work and targets of performance to the wide variety of contexts throughout the state—in terms of type of school, job assignment, career stage, type of community, and so forth)
- Formative (developmental) and summative (evaluative)

### What Purposes OPES Serves:

The system is created to ensure:

- Professional growth focused on enhancing the knowledge and skills of principals through:
  - ✓ Self-assessment and goal setting against the Ohio Standards for Principals;
  - ✓ Collaborative work and ongoing dialogue with their evaluator;
  - ✓ Taking coursework or attending workshops; and
  - ✓ Action research focused on best-practice solutions.
- Continuous improvement focused on the principal's commitment to improve his/her practice over time so as to continually impact higher levels of student performance through:
  - ✓ Incorporating new learning into practice;
  - ✓ Using professional literature, professional dialogue, and collaboration with colleagues to support leadership development; and
  - ✓ Regularly reflecting on practice, identifying areas of strength and weakness, and implementing targeted strategies for continued development
- Quality assurance focused on the collection of evidence to document performance. Evaluators use the evidence to inform decisions such as:
  - ✓ Recognizing and rewarding effective practice;
  - ✓ Recommending actions for improvement;
  - ✓ Making compensation decisions; and
  - ✓ Recommending continued employment or dismissal.

## Structure of the Evaluation System

The Ohio Principal Evaluation System (OPES) was collaboratively developed by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio’s administrator associations. It was designed to be research based, transparent, fair, and adaptable to the specific contexts of Ohio’s districts (rural, urban, suburban, large, and small).

The evaluation system builds on what we know about the importance of ongoing assessment and is comprised of four components as listed below. **It is recommended that there be consistency in the use of the components employed across all principals in the district.**

The entire system is appropriate for use for school principals. When using the evaluation design for assistant, associate, and vice principals, however, modifications may need to be made. Concretely, in those cases where assistant principals have a specialized area of responsibility (e.g., student discipline, curriculum) rather than the broader set of assignments associated with the principal, districts will need to use only part of the system. Specifically, the first component of the evaluation system presented below—the goal development process—may be the only part of the system appropriate for many assistant principals.

### THE OHIO PRINCIPAL EVALUATION SYSTEM: SYSTEM COMPONENTS

As noted, the Ohio Principal Evaluation System is designed to highlight both the behaviors that principals perform and the effectiveness of those behaviors in terms of school outcomes. This system is built on a framework of collaboration between the evaluator and the principal regarding the appropriateness of leadership styles, the establishment of a framework for collaboration, and a co-ownership of data. The evaluation system is comprised of four broad components:

#### THE OPES Model Includes:

- Principal Performance on the Standards
  - Professional Growth Plan including Goal-Setting
  - Formative Assessment of Principal Performance based on the *Ohio Standards for Principals*
- Student Growth Measures

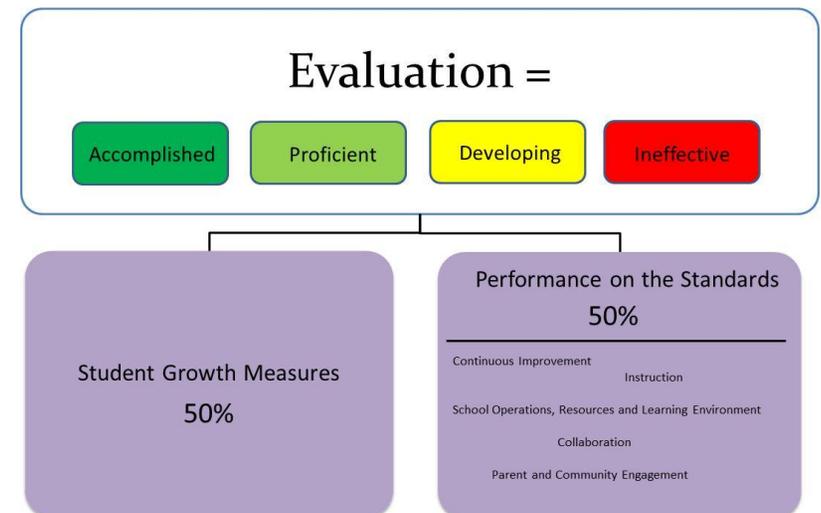
**The Resource Packet contains sample forms for each component. Please note these are samples and can be modified for district use. The forms may be used that are applicable to job responsibilities.**

## Weighting in the Evaluation System

### Weighting of Standards

Some standards-based evaluation systems include weighting of specific standards (e.g., some standards carry greater importance). The Ohio Principal Evaluation System does not include a weighting factor for standards as it is believed that all of the five standards described in the *Ohio Standards for Principals* are critical to determining principal effectiveness. All standards are evaluated through the self-assessment, observation and goal-setting processes, through the formative assessment, and summative evaluation tools.

### Evaluation Framework



## Definition of Principal Effectiveness

After examining extensive research, the following definition of principal effectiveness was developed by educational practitioners in Ohio and is reinforced by the *Ohio Standards for Principals*. Clearly the research supports the direct connection between effective principals and high student achievement. **Inherent in Ohio's definition of principal effectiveness is the expectation that all students will demonstrate a minimum of one year of growth based on standard and reliable measures.**

Effective principals:

- Help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals;
- Support the implementation of high-quality standards based instruction that results in high levels of achievement for all students;
- Allocate resources and manage school operations in order to ensure a safe and productive learning environment;
- Establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students; and
- Engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

## Roles and Responsibilities

Because of the collaborative nature of the assessment (e.g., promoting ongoing communication between the principal and their evaluator) there are expectations for both entities. Expectations as listed below help to support an evaluation system that is both transparent and fair, and includes shared responsibilities for both formative as well as the summative assessment.

### Expectations for Principals:

- A planning conferences with the evaluator to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period.
- Collection and sharing of data related to the accomplishment of goals and objectives.
- A final conference with the evaluator to review and reflect on progress, achievements and continued development, desires or needs based on outcomes of the performance period.

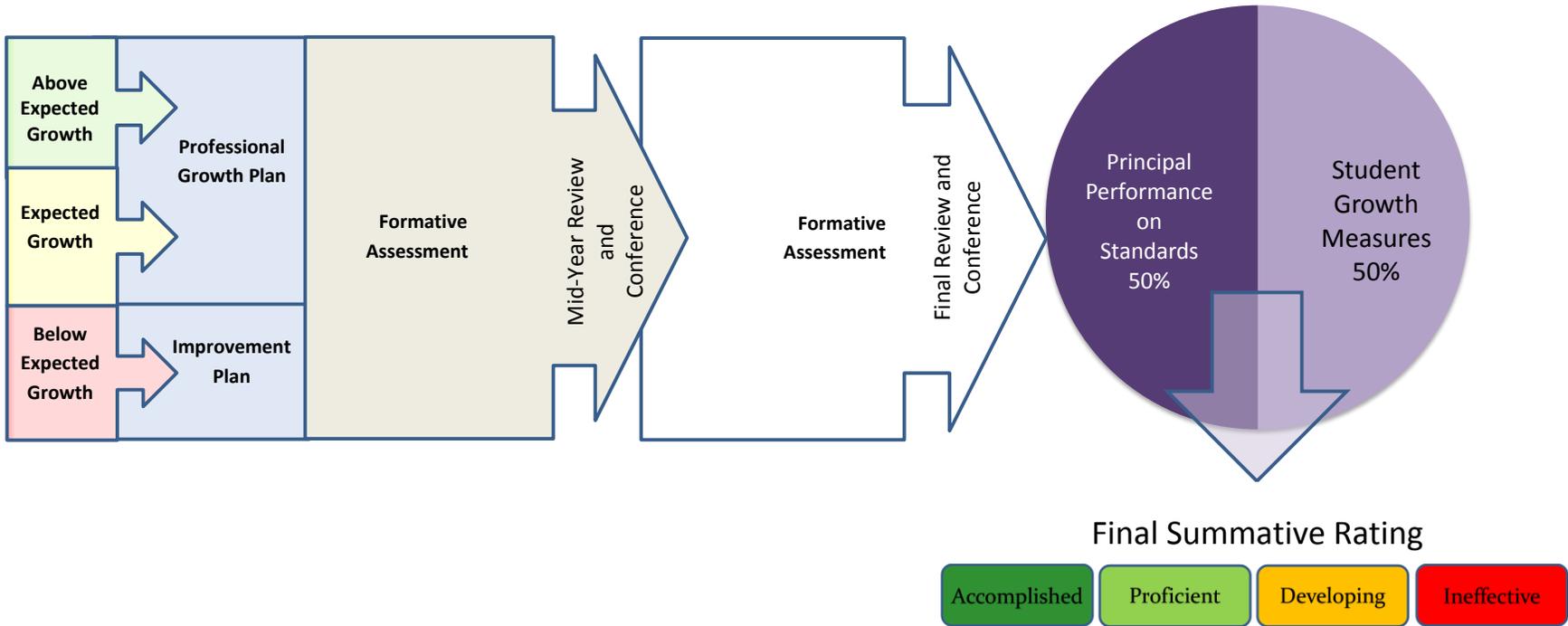
### Expectations for the Evaluator:

- A conference with the principal to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period.
- Provision of appropriate and timely feedback, resources and guidance to assist the principal in achieving goals and objectives.
- Formal observations of the principal as he/she performs assigned duties during the evaluation year. This could be structured as a walk through with the principal in his or her building. Other ideas for observations include: staff meetings, professional development meetings, and an evaluation conference with a teacher or staff member, or analysis of student work samples. All observations should include a pre and post conference.
- Post-observation conferences should be followed with a written report to the principal describing areas of reinforcement and opportunities for refinement.
- A summative evaluation at the end of each year to be conducted prior to recommendation for contract.



### Principal Performance

Principal performance is determined by using a rating rubric (**Principal Performance Rating Rubric**- see Appendix A) consisting of indicators based on the elements and standards from the *Ohio Standards for Principals*. The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (professional growth/ goal-setting, formative assessments, observations, communication and professionalism, conferences) to determine a principal performance rating.



### Principal Student Growth Measures

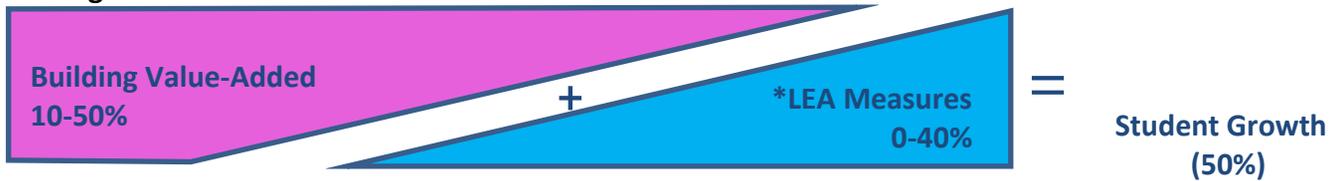
Student growth measures shall account for fifty percent (50%) of the principal evaluation. For the purpose of use in the OPES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In the OPES model, direct and indirect student growth measures are used.

Ohio's new system for evaluating principals will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of principal performance and a rating of student academic growth.

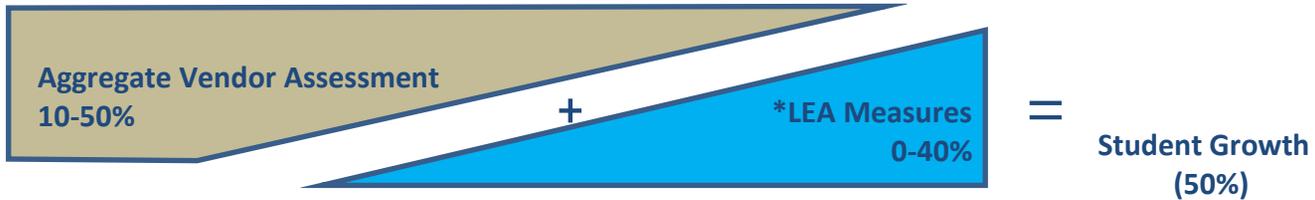
### Three categories of principals based on the availability of Value-Added data and LEA decisions

It is important to consider multiple measures of growth. Therefore, ODE recommends that LEAs consider a combination of measures from the following categories:

**A: Building -level Value-Added data available**



**B: Approved Vendor Assessment data available**



**C: No Building-level Value-Added or Approved Vendor Assessment data available**



**Three types of student growth measures**

The following table describes the three types of student growth measures including certain legislative requirements and LEA options.

<b>1</b>	Building-Level Value-Added	<ul style="list-style-type: none"> <li>• MUST use if available;                             <ul style="list-style-type: none"> <li>○ 10-50% if applicable</li> <li>○ Building-level Value-Added report from state accountability system (Local Report Card)</li> </ul> </li> <li>• EVAAS Value-Added metric, aggregated across subject areas                             <ul style="list-style-type: none"> <li>○ One-year, building-level Value-Added scores as published on the Local Report Card, or three-year averages as reported in EVAAS reporting system</li> <li>○ A multi-year, building-level, principal-based composite report is in development.</li> </ul> </li> </ul>
<b>2</b>	Composite of Vendor	<ul style="list-style-type: none"> <li>• MUST use if LEA has assessment in place                             <ul style="list-style-type: none"> <li>○ 10-50% if applicable and no Value-Added data available</li> </ul> </li> </ul>

	Assessments	<ul style="list-style-type: none"> <li>○ Aggregate of relevant vendor assessment scores</li> <li>• From ODE-Approved List</li> <li>○ Vendors demonstrate how assessment can measure growth</li> </ul>
3	LEA-Determined Measures	<ul style="list-style-type: none"> <li>• MAY use: LEA decision (Principal Categories A &amp; B) <ul style="list-style-type: none"> <li>○ 0-40% if used in combination with Type One or Two measures</li> </ul> </li> <li>• MUST use (Principal Category C) <ul style="list-style-type: none"> <li>○ 50% if no Type One or Two data available</li> </ul> </li> <li>• Three types of LEA-Determined Measures <ul style="list-style-type: none"> <li>○ <b>*An aggregate of all teachers' student growth scores in the building</b></li> <li>○ <b>Building Based Student Learning Objectives (SLOs)</b> process for using measures that are specific to relevant building goals and priorities and aligned with Ohio Improvement Process where applicable. Measures for SLOs must be district-approved and must include student academic growth. Other district-approved measures may include <ul style="list-style-type: none"> <li>• Student achievement trends</li> <li>• Locally or regionally used subject-specific test results</li> <li>• Progress on school improvement plans</li> <li>• Student course taking patterns, e.g. More students taking advanced courses, PSEO, etc.</li> </ul> </li> <li>○ <b>Shared attribution.</b> Measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> <li>• District Value-Added is recommended if available</li> <li>• District-based SLOs</li> </ul> </li> </ul> </li> </ul>

**\*Consideration:** If a building administrator is using a growth measure based on average of all teachers growth scores, the administrator cannot be the sole approver or scorer of teacher SLOs.

## Important terms and definitions

**Student growth.** For the purpose of use in evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time* (excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*).

**Value-Added.** In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term “value-added,” which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability System for several years. Ohio’s Race to the Top (RttT) plan provides for the expansion of Value-Added to the teacher level. Value-Added calculations currently utilize data from the Ohio Achievement Assessments (OAA). As the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become operational and replace the current assessment system, they will be integrated into the Value-Added calculations. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

**Vendor Assessment.** HB 153 requires ODE to develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE released a Request for Qualifications (RFQ) so interested vendors could demonstrate that their assessments qualified for use in Ohio schools. The list of approved assessments will be maintained and updated by ODE.

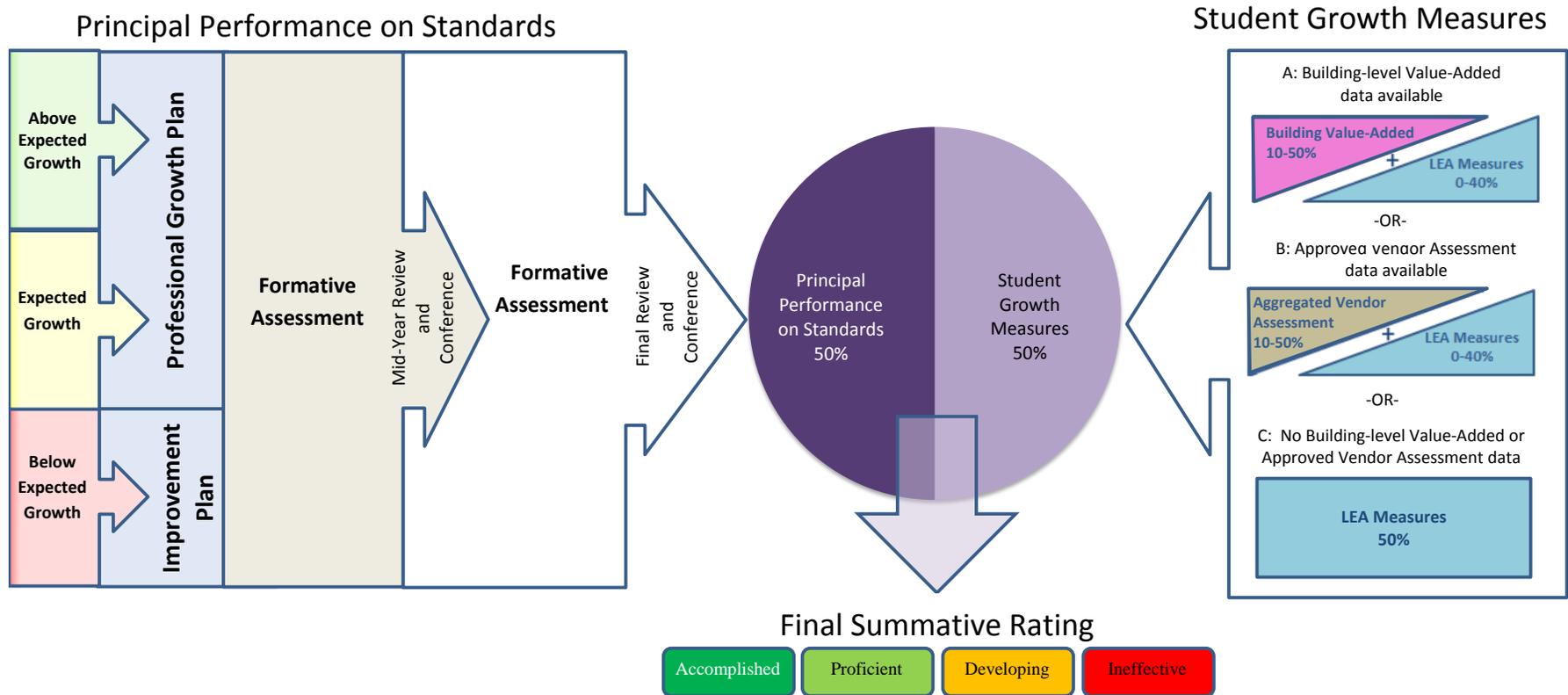
**Building-Level Student Learning Objectives (SLOs).** SLOs are goals identified by a principal or group of principals that identify expected learning outcomes or growth targets for students in their buildings over a period of time. SLOs are determined by principals after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a principal’s impact on student learning within a given interval of time. Further, they enable principals to use their own knowledge of appropriate student progress to make meaningful decisions about how their students’ learning is measured. As a collaborative process, SLOs also support principal teams in their use of best practices.

**Shared Attribution Measures.** Shared attribution measures are student growth measures that can be attributed to a group. This could include a district or groups of buildings. These measures encourage collaborative goals and may be used as data in the student growth component.

**Multiple measures.** The principal evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within principal performance and student growth, within and across years.

Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates student test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. For example and analogous to Value-Added on the Local Report Card, a 5th -grade teacher may have a Value-Added rating for 5th-grade mathematics, a separate rating for 5th-grade reading, and an overall composite rating. Third, the Value-Added metric eventually will roll into a three-year average so that multiple years of multiple measures are represented.

Principal performance and student growth measures are combined in a summative principal performance rating:



Each category’s sub-scores are combined on the lookup table to determine rating. The vertical axis of the lookup table represents student growth measures, and the horizontal axis on the table represents principal performance. By using the lookup table, a final summative rating will be determined. See Appendix C (under development, to be added at a later date) for further information.

		Principal Performance			
		4	3	2	1
Student Growth	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

### Professional Growth Plan including Goal-Setting

The primary goal of evaluation is to foster the growth and development of the professional educator over time. Evaluation is intended to promote excellent professional practices that enhance student learning and achievement. This dimension of the OPES system requires the principal and evaluator to establish specific goals for the evaluation cycle.

Based on data collected through the Self-Assessment and student growth, the principal and his/her evaluator meet to develop and agree upon two focused goals; one focused on increased student achievement and growth, and the second focused on increased skills and knowledge on the performance standards. Stakeholder feedback in the form of perception data should be discussed by the principal and evaluator when establishing goals.

As part of the professional growth plan and goal-setting process, specific targets that represent successful performance need to be established as well as the evidence indicators that will be used to determine if the goals are being met. Goals developed need to be specific, measurable and relevant. Action steps and strategies need to be clearly delineated. Critical to this process is that the principal and evaluator agree upon what information will be used to inform the summative evaluation, and what level of performance will be deemed effective.

### Improvement Plan

The purpose of the Improvement Plan is to help principals focus on area(s) in which they need intensive support to improve their practice. An improvement plan is developed when the principal's performance in one or more areas is scored as ineffective or the overall performance is scored as ineffective. The evaluator and principal are required to meet to develop a plan for improvement. The development of the improvement plan may take more than one meeting and sufficient time needs to be provided to ensure that the plan is comprehensive and well detailed.

**Improvement Plan** must include the following:

- Identification of specific deficiencies and recommended area(s) of growth;
- Measurable goals for improving the deficiencies to acceptable levels;
- Specific professional development or strategies to accomplish the goals;
- Specific resources necessary to implement the plan, including but not limited to, opportunities for the principal to work with highly effective principals or central office staff;
- A timeline for the plan, including intermediate checkpoints to determine progress and provide feedback and coaching; and
- Procedures for determining acceptable improvement.

Principals are accountable for the implementation and completion of the plan and should talk with their evaluator if modifications to the plan are needed. Upon completion of the plan, the principal and their evaluator shall sign the improvement form, documenting completion of the plan.

### Assessment of Principal Performance

The process of formative assessment is to improve performance and effectiveness and is professional, supportive, collegial, and developmental in nature. It is fundamental to the OPES model because it focuses on building and enhancing the school leaders' professional practice, knowledge, and skills throughout their careers. Continuous improvement enables principals to increase their capacity over time, and impact higher levels of student performance in their schools. Inherent in the process is a relationship between the evaluator and principal that is trustful and based on objective knowledge and evidence of the principal's performance. Improved practice is the result of effective coaching, practice, and feedback.

#### Formative assessments should:

- Establish reflection on practice
- Focus on the principal's professional growth
- Be objective and evidenced-based
- Be responsive to a principal's developmental needs
- Be interactive and collaborative
- Involve a variety of measures
- Be based on *Ohio Standards for Principals*
- Guide the work of the evaluator

### Planning Conferences

Fundamental to the formative assessment process is the relationship between evaluator and principal. In order to help the principal grow and develop, the evaluator must know and understand the performance of the principal in the building. This includes objective evidence that can be collected during the year as the principal performs his/her duties.

A series of regularly scheduled meetings will enable the evaluator to:

- Schedule observations (schedule and attend special events at the building),
- Check progress on goals and evidence of work on goals, and
- Provide support and feedback throughout the year.

During the planning stage, the principal may suggest to the evaluator several opportunities for observations that might be informative and helpful to the evaluator. These might be organized by:

- Timeline (e.g., by semester; or beginning, mid, and end-of-year)
- Goal area (e.g., implementation of new instructional practice, professional development meeting on analysis of data)

### Observation and Examination of Evidence

During the formative assessment process, information derived from direct observation of the principal at the building may provide multi-dimensional evidence of principal performance. The evaluator will be able to observe the principal in action, and see portions of his/her leadership that impact teaching and learning.

Observation may enable the evaluator to see evidence of the principal's instructional leadership, decision-making skills, interpersonal skills, professionalism, collaboration and shared leadership, promotion of high quality instruction, high expectations for student learning, school climate and environment, and school-community relations.

### Feedback

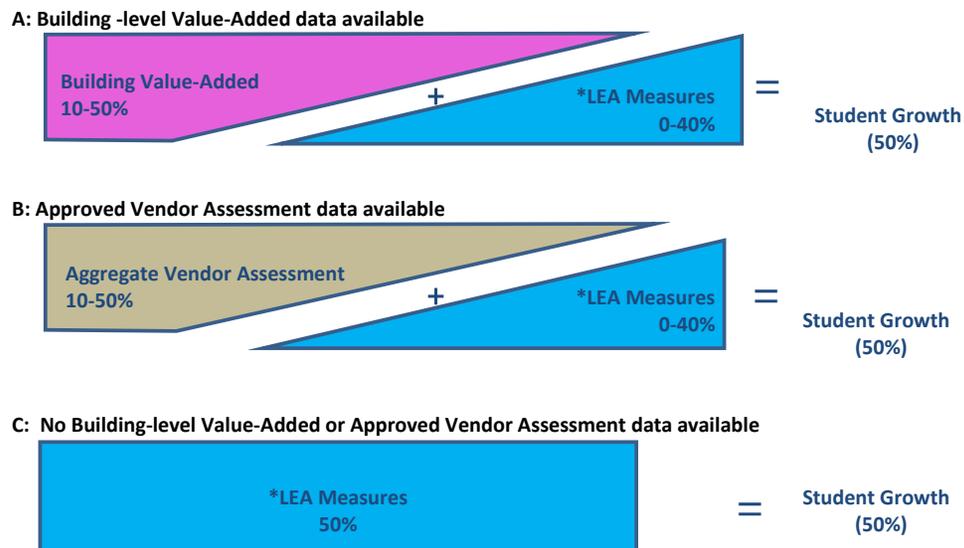
The process of formative assessment through coaching begins with building a trusting relationship between the evaluator/coach and the principal. They must establish a shared understanding of the purpose of coaching; confirm confidentiality, identify means of communication, and clarify specific goals and focus areas. Collaboratively, the evaluator and principal may determine observation opportunities and evidence to document work on a specific goal. Scheduled meetings may take the form of pre-and post-conferences, mid-course correction conferences, progress or observational feedback meetings.

## Assessment of Student Growth

Student growth measures shall account for fifty percent (50%) of the principal evaluation. For the purpose of use in the OPES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In Ohio's LEAs, the direct student growth component will be comprised of a combination of two or more measures of Value-Added scores, Vendor-created assessments, and LEA determined student growth measures. Indirect student growth measures will be comprised of measures which impact student achievement (such as retention, promotion of students, graduation rates, perception data, etc.) For determining these measures within the evaluation of principals, please see Appendix C (to be developed and posted at a later time).

### Three categories of principals based on the availability of Value-Added and LEA decisions

It is important to consider multiple measures of growth. Therefore, ODE recommends that LEAs consider a combination of measures from the following categories:



As the principal evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories. Some student growth data will be based on the previous year's results (due to testing schedules and evaluation requirements for evaluation schedule). The Value-Added metric will utilize a three-year average, which will itself mature on a rolling basis as LEAs implement teacher Value-Added on a phased-in schedule beginning in 2010-11.

#### NOTE:

The Ohio Department of Education does not recommend that value added be the only measure included in the student growth measures. However, by definition of value added measures, there are multiple measures included in the value added score. It is a local district decision if only value added data is used in the student growth measures part of the teacher and principal evaluation systems.

### Summative Evaluation

A formal written **Summative Evaluation Report** evaluating the principal's performance according to the adopted board policy will be completed at the end of each evaluation cycle. Multiple sources of evidence should include formal and informal observations, collection of student growth data, collection of evidence, and documentation of coaching and progress meetings involving the principal and evaluator.

#### Combining Measures to Obtain a Holistic Rating

A strong principal evaluation system calls for ongoing collaboration and honest conversation between principals and their evaluators. The foundation of such a system is the transparent, two-way gathering and sharing of evidence that informs the principal performance ratings at the end of the year. The model Ohio Principal Evaluation System describes opportunities for principals and evaluators to discuss evidence, build a common understanding of the principal's current practice, and identify areas for future growth. Regular check-ins also help evaluators manage the administrative burden of gathering and organizing evidence by sharing the responsibility with the principal and encouraging evaluators to document principal practices as they occur.

*For suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform principal performance ratings, please see Appendix B: **Using Evidence to Inform Holistic Performance Ratings.***

## Ohio Principal Performance Rating Rubric

The **Principal Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best *overall* description of the principal. Note: Ratings at each performance level above “Developing” include behaviors at the lower rating levels.

<b>Standard 1: Continuous Improvement</b>				
<b>Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.</b>				
<b>Elements</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.</b>	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
<b>1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.</b>	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year.  Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers’ professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff.  Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers’ professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement.  Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
<b>1.3 Principals lead the change process for continuous improvement.</b>	Principal does not have a plan in place for regular review of progress toward goals.	Principal articulates beliefs about teaching and learning.  Principal identifies changes needed to improve student learning.	Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.  Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community.  Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning.

<p><b>1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.</b></p>	<p>Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.</p>	<p>Principal responds to building and district issues that affect the instructional needs of students.</p>	<p>Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.</p>	<p>Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.</p>
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<b>Standard 2: Instruction</b> <b>Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.</b>				
Elements	Ineffective	Developing	Proficient	Accomplished
<p><b>2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.</b></p>	<p>Principal does not align instruction and assessment to the state standards.</p>	<p>Principal demonstrates the knowledge of district curriculum and assessments.</p> <p>Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment.</p> <p>Principal allocates resources to align with the curriculum and assessment needs.</p>	<p>Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned.</p>	<p>Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas.</p> <p>Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.</p>
<p><b>2.2 Principals ensure instructional practices are effective and meet the needs of all students.</b></p>	<p>Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.</p>	<p>Principal makes regular classroom visits and provides basic feedback on classroom instruction.</p>	<p>Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</p> <p>Principal connects teachers to other faculty for aid in the development of their instructional methods.</p>	<p>Principal guides staff in the implementation of research-based instructional practices and sets aside time for attention to crucial instructional issues during the school day.</p> <p>Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.</p>

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<p><b>2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.</b></p>	<p>Principal believes that all students can achieve, but fails to connect this belief with concrete actions.</p> <p>Principal does not confront staff member(s) who have low student expectations.</p>	<p>Principal monitors the identification of students of diverse abilities and supports staff in implementing state and local policies.</p> <p>Principal monitors achievement data.</p>	<p>Principal monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies.</p> <p>Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.</p>	<p>Principal is directly involved in instructional issues for all students.</p> <p>Principal fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.</p>
<p><b>2.4 Principals know, understand, and share relevant research.</b></p>	<p>Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.</p>	<p>Principal shares current research and theory on effective schooling.</p>	<p>Principal keeps informed and shares current research and theory on effective schooling.</p>	<p>Principal engages staff in identifying and discussing research and theory that support the academic needs of students</p>
<p><b>2.5 Principals understand, encourage and facilitate the effective use of data by staff.</b></p>	<p>Principal understands use of data, but fails to consistently link decision-making with data.</p>	<p>Principal uses data for decision-making.</p>	<p>Principal models the use of data to inform and make decisions about student progress.</p> <p>Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.</p>	<p>Principal provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress.</p> <p>Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.</p>
<p><b>2.6 Principals support staff in planning and</b></p>	<p>Principal may be able to identify areas for growth and accept</p>	<p>Principal identifies strengths and areas for growth to develop and</p>	<p>Principal uses staff input and student data to identify</p>	<p>Principal regularly modifies short- and long-term professional goals</p>

<p><b>implementing research-based professional development.</b></p>	<p>opportunities for professional development, but fails to implement a coherent personal professional plan.</p> <p>Professional development on instructional strategies is offered, but professional development is general and standard for all staff.</p>	<p>implement targeted goals for personal professional growth.</p> <p>Principal uses student data to identify general professional development needs for staff.</p>	<p>professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals.</p> <p>Principal facilitates professional development opportunities that support classroom instruction.</p>	<p>based on analysis of student, staff, and community evidence.</p> <p>Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.</p>
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<b>Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.</b>				
<b>Elements</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
<p><b>3.1 Principals establish and maintain a safe school environment.</b></p>	<p>Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.</p>	<p>Principal communicates behavioral standards to staff, parents and students.</p> <p>Principal ensures that behavioral policies are applied to ensure safety for staff, parents, and students.</p>	<p>Principal communicates, models, and reinforces behavioral standards for staff, students, and parents.</p> <p>Principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.</p>	<p>Principal examines and modifies routines, as needed.</p> <p>Principal promotes and implements a school-wide system for behavioral support and intervention.</p>
<p><b>3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.</b></p>	<p>Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.</p>	<p>Principal identifies available resources to support the needs of the students and staff.</p> <p>Principal treats students, parents, and staff with respect.</p>	<p>Principal assesses how well the physical, social and cultural environment supports student and staff needs.</p> <p>Principal ensures that staff members treat students with respect.</p>	<p>Principal promotes the effective use of identified physical and cultural resources and strategies to address the physical and mental health needs of students and staff.</p> <p>Principal ensures that staff members treat students, parents and members of the community with respect.</p>
<p><b>3.3 Principals allocate resources, including technology, to support student and staff learning.</b></p>	<p>Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.</p>	<p>Principal manages the budget to support learning.</p>	<p>Principal develops a budget aligned to student and staff needs.</p>	<p>Principal assesses the use of resources, including technology, in the context of school operations and develops a budget aligned to student and staff needs.</p>

				Principal procures additional financial resources for the school to support students and staff learning.
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<p><b>3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.</b></p>	<p>Principal acknowledges that the new teachers need greater mentoring and support.</p> <p>Principal does not complete teacher evaluations, per guidelines or per contract.</p> <p>Principal does not link teaching assignments, retention, or feedback opportunities to the new teacher evaluation system.</p>	<p>Principal mentors and supports new and struggling teachers. The principal implements a schedule for and completes teacher evaluations based on district guidelines.</p>	<p>Principal supervises and evaluates all staff. The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment.</p> <p>Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.</p>	<p>Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized and retains productive staff, and implements incentives that ensure continued motivation. The principal systematically completes teacher evaluations that include substantive feedback that results in measurable improvements in instruction and assessment.</p> <p>Principal develops a collaborative culture of teachers helping each other to improve their instruction and assessment.</p>
<p><b>3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.</b></p>	<p>Principal does not meet professional responsibilities set by both the state and local level.</p>	<p>Principal complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance.</p>	<p>Principal meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity.</p> <p>Principal implements procedures to comply with local, state, and federal mandates.</p>	<p>Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community.</p>

<b>Standard 4: Collaboration</b>				
<b>Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.</b>				
<b>Elements</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>4.1 Principals promote a collaborative learning culture.</b>	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel.  Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.
<b>4.2 Principals share leadership with staff, students, parents and community members.</b>	Principal does not define the role of the leadership team and no attempts are made to engage staff in shaping the school community, but the principal may resort to completing the tasks.	Principal occasionally shares leadership responsibilities with staff, parents, or students.	Principal consistently shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.
<b>4.3 Principals develop and sustain leadership.</b>	Principal provides minimal or no support to members of the leadership team; members of the leadership team are unclear about their roles.	Principal defines leadership team members' roles and provides leadership development activities for staff.	Principal serves as a role model for leadership behaviors.  Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coaches staff and student leaders.  Principal builds on staff members' skills and interest to advance the leadership capacity of all.

<b>Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.</b>				
<b>Elements</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>5.1 Principals use community resources to improve student learning.</b>	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal attends community functions.  Principal uses print and electronic media to communicate with parents.	Principal regularly represents the school at community functions and advisory groups.  Principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnerships to support student achievement and school and community priorities.
<b>5.2 Principals involve parents and community members in improving student learning.</b>	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress.  Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program.  Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
<b>5.3 Principals connect the school and community.</b>	Principal does not show evidence that family and community input are used in decision-making.	Principal seeks opportunities for school and community to provide input regarding decision-making.	Principal identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Principal collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
<b>5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.</b>	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.

## Using Evidence to Inform Holistic Performance Ratings

### Defining the Performance Ratings

In accordance with Ohio Revised Code 3319.112 the rubric describes four levels of teacher performance for each standard area. The principal evaluation system is aligned with the teacher evaluation system and ratings. Each performance rating can also be described in more general terms, as a holistic rating of teacher performance:

<p><b>Ineffective:</b></p> <p>A rating of <i>Ineffective</i> indicates that the principal consistently fails to demonstrate minimum competency in one or more standards. There is little or no improvement over time. The principal requires immediate assistance and needs to be placed on an improvement plan.</p>	<p><b>Developing:</b></p> <p>A rating of <i>Developing</i> indicates that the principal demonstrates minimum competency in many of the standards, but may struggle with others. The principal is making progress but requires ongoing professional support for necessary growth to occur.</p>	<p><b>Proficient:</b></p> <p>A rating of <i>Proficient</i> indicates that the principal consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced principals.</p>	<p><b>Accomplished:</b></p> <p>A rating of <i>Accomplished</i> indicates that the principal is a leader and model in the school and district, exceeding expectations for performance. The principal consistently strives to improve his or her instructional, leadership, and professional practice and contributes to the school or district through the development and mentoring of colleagues.</p>
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The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform principal performance ratings.

### Step 1: Gather evidence

**1a. Align evidence to each standard area.** Group the evidence you have collected from observations, walkthroughs, conferences and everyday interactions with the principal into the five standard areas of performance described by the Ohio Principal Performance Rubric.

**1b. Be consistent in gathering, recording, and sharing detailed, factual evidence.** Capture enough detail to accurately but succinctly describe the event, interaction, or behavior factually (without implied judgment or opinion in the recording). Share the form with the principal throughout the year so that the information can be used as a basis for changes in practice.

**1c. Sort the evidence by standard area to determine where more information is needed.** As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it will be automatically sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the principal, since all standard areas are important for effective leadership.

## **Step 2: Issue a holistic performance rating**

**2a. Read all of the evidence collected up to that point within a standard area, looking for patterns.** A principal may develop priorities in several standard areas and may follow with a goal to address a standard area. The principal may also develop a goal based on student achievement or learning outcomes for his/her building. The evaluator may observe an activity the principal may engage in to demonstrate work and progress toward the goals. The evaluator can collect evidence and provide meaningful feedback to the principal and look for patterns in leadership skills and knowledge. Note these patterns and take them into consideration when issuing a rating.

**2b. Compare the evidence and patterns to the performance descriptors.** After becoming familiar with the rubric, start by re-reading all of the Proficient performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well, to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

**2c. Repeat the process above for each standard area, and then consider patterns of performance across standard areas.** Once you determine a rating for each standard area, based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. Although all standard areas are important for effective principal practice, you may find it appropriate to more strongly weight patterns of behavior in one standard area over another. For example, if the principal demonstrates a pattern of solidly Proficient behavior in the standard areas of Collaboration and Parents and Community Engagement but exhibits Developing patterns of behavior in the standard area of Continuous Improvement and Instruction you may use your knowledge of the situation to make sense of this information. The key point is that no one standard area of performance should be considered in isolation, but should be analyzed in relation to all other areas of performance.

## **Step 3: Issue the end-of-year performance rating**

**3a. Consider all evidence from the year, paying attention to trends.** In order to issue a principal's final performance rating for the year, return to the body of collected evidence for the evaluation cycle. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences, and daily interactions. During this step, it is particularly important to consider *trends* in the principal's performance over time. Was the principal consistent in his/her leadership, was the principal successful in meeting his/her goals, did student achievement increase? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on that area.

**3b. Consider minimum thresholds of competency.** Flag any instance of an Ineffective rating as you prepare to issue the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the principal, consider that there are minimum thresholds of competency for each of the five standard areas described in the Ohio Principal Performance Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final ineffective rating, taking into account how detrimental the displayed deficiency is to the principal's students and parents, staff, and building as a whole.

**3c. Issue the final performance rating, summarize the supporting evidence, and offer areas of reinforcement and refinement.** Complete the performance rating process by documenting the final principal performance rating. Support your rating with evidence from formal and informal observations, artifacts provided by the principal, and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so the principal has a clear understanding of the path to continuous growth and improvement and have concrete examples of supports that will help him/her improve practice.