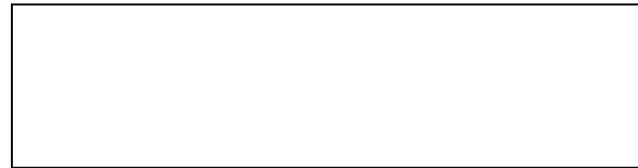


Ohio Principal Evaluation System



Resources



Self-Assessment Summary Tool for Principals

Name: _____

Date: _____

Directions:

- Read the list of elements for each standard and underline or highlight the elements that describe areas of strength you have under each standard.
- Record the evidence that supports your rating in the columns labeled areas of strength or areas for growth.
- Review the remaining elements and identify one – two areas of focus for continued growth.

STANDARD	AREAS OF STRENGTH	AREAS FOR GROWTH
<p>Standard 1: Continuous Improvement</p> <ul style="list-style-type: none"> • Articulation and realization of a shared vision of continuous improvement • Process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff • Leading the change process • Anticipating, monitoring and responding to educational developments that affect schools issues and environment 		
<p>Standard 2: Instruction</p> <ul style="list-style-type: none"> • Ensure that the instructional content that is taught is aligned to state academic content standards and curriculum priorities of the school and district • Ensure the use of effective instructional practices that meet the needs of all students • Advocate for high levels of learning for all students • Know, understand and share relevant research to inform teaching and learning • Understand, encourage and facilitate the effective use of data by staff • Support staff in planning and implementing research-based professional development 		
<p>Standard 3: School Operations, Resources and Learning Environment</p> <ul style="list-style-type: none"> • Establish and maintain a safe school environment • Create a nurturing learning environment that addresses the physical and mental health needs of all • Allocate resources, including technology, to support student and staff learning • Institute procedures and practices to support staff and students, and establish an environment that is conducive to learning • Understand, uphold and model professional ethics, policies and legal codes of professional conduct 		
<p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> • Promote a collaborative learning culture • Share leadership with staff, students, parents and community members 		

<ul style="list-style-type: none"> • Develop and sustain leadership 		
<p>Standard 5: Parents and Community Engagement</p> <ul style="list-style-type: none"> • Use community resources to improve student learning • Involve parents and community members in improving student learning • Connect the school with the community • Establish expectations for the use of culturally responsive practices that acknowledge and value diversity 		

Professional Growth Plan: The Goal-Setting Process

The OPES goal-setting process is a way for principals to enhance or improve specific aspects of their performance as well as improve student achievement and learning. Clear professional goals provide focus and direction to improving practice and have a direct impact on student learning. Meaningful goals help stretch principals to higher levels of performance and effectiveness. Professional goal-setting should complement the IPDP process.

Principals are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. (The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan- IPDP. The Professional Growth Plan is not intended to replace the IPDP.) The professional growth plan and process includes feedback from the evaluator as well as the principal's self-assessment, and the support needed to further the principal's continuous growth and development. Professional development should be individualized to the needs of the principal, teachers, and students (based on available data), and specifically relate to the principal's areas for growth as identified in the principal's evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial). The growth plan should be reflective of the data available and include:

- Identification of area(s) for future professional growth;
- Specific resources and opportunities to assist the principal in enhancing skills, knowledge and practice;
- Outcomes that will enable the principal to increase student learning and achievement.

Goals should be developed using multiple sources of data, including self-assessment based on the standards, student learning data, and district/ school goals. To positively impact instruction and achievement, goals must be based on an accurate assessment of principal performance and student learning needs. Goals should meet SMART criteria:

S – Specific (What do I want to measure?)

M – Measurable (How am I going to measure it?)

A – Attainable (Is this a reasonable goal?)

R – Results-oriented (What will my goal look like when I've reached it?)

T – Time-Bound (When will I reach my goal?)

Through the goal-setting process, it is assumed that principals will meet with their evaluators.

Professional Growth Plan

As a result of the evaluation process, principals and evaluators should focus on accelerating and continuing principal growth through professional development. Professional development should be individualized to the needs of the principal, and specifically relate to his/her areas of refinement as identified in the principal’s evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial).

Principal: _____

Evaluator: _____

<p style="text-align: center;"><u>Annual Focus</u></p> <p style="text-align: center;">These are addressed by the evaluator as appropriate for this principal.</p>	<p style="text-align: center;"><u>Date</u></p> <p style="text-align: center;">Record dates when discussed</p>	<p style="text-align: center;"><u>Areas for Professional Growth</u></p> <p style="text-align: center;">supports needed, resources, professional development</p> <p style="text-align: center;">Comments during conference with principal and evaluator are made appropriate to the needs of the principal.</p>
<p>Goal 1: Student Achievement/Outcomes for Students Goal Statement:</p> <p>Evidence Indicators:</p> <p>1.</p>		
<p>Goal 2: Principal Performance on the Ohio Standards for Principals Goal Statement:</p> <p>Evidence Indicators:</p> <p>1.</p>		

Evaluator Signature

Date

Principal Signature

Date

The signatures above verify that the principal and evaluator have discussed and agreed upon this Professional Growth Plan.

Improvement Plan

Principal Name: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

Written improvement plans are to be developed when an educator receives an overall ineffective rating or an ineffective rating on any of the components of the OPES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for Principals*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Goal(s)	Level of Performance Specifically Describe Successful Improvement Target(s)	Starting Date	Ending Date

Improvement Plan (continued)**Section 3: Specific Plan of Action**

Describe in detail specific plans of action that must be taken by the principal to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Date for this Improvement Plan to Be Evaluated: _____

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Principal Name: _____

School year: _____ Building: _____ Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

 Improvement demonstrated and professional standards met a satisfactory level of performance Continue with the Improvement Plan for a specified amount of time. Date: _____ Recommend dismissal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

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.

Standard 1: Continuous Improvement				
Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Developing	Proficient	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	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.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	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.
1.3 Principals lead the change process for continuous improvement.	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>1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.</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>
<p>EVIDENCE</p>				

Standard 2: Instruction				
Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
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.	Principal does not align instruction and assessment to the state standards.	Principal demonstrates the knowledge of district curriculum and assessments. Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment. Principal allocates resources to align with the curriculum and assessment needs.	Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned.	Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas. Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	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.	Principal makes regular classroom visits and provides basic feedback on classroom instruction.	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. Principal connects teachers to other faculty for aid in the development of their instructional methods.	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. Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.

<p>2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.</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>2.4 Principals know, understand, and share relevant research.</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>2.5 Principals understand, encourage and facilitate the effective use of data by staff.</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>2.6 Principals support staff in planning and implementing research-based professional development.</p>	<p>Principal may be able to identify areas for growth and accept 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>Principal identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth.</p> <p>Principal uses student data to identify general professional development needs for staff.</p>	<p>Principal uses staff input and student data to identify 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>Principal regularly modifies short- and long-term professional goals 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>
<p>EVIDENCE</p>				

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
Elements	Ineffective	Developing	Proficient	Accomplished
3.1 Principals establish and maintain a safe school environment.	Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	Principal communicates behavioral standards to staff, parents and students. Principal ensures that behavioral policies are applied to ensure safety for staff, parents, and students.	Principal communicates, models, and reinforces behavioral standards for staff, students, and parents. Principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.	Principal examines and modifies routines, as needed. Principal promotes and implements a school-wide system for behavioral support and intervention.
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	Principal identifies available resources to support the needs of the students and staff. Principal treats students, parents, and staff with respect.	Principal assesses how well the physical, social and cultural environment supports student and staff needs. Principal ensures that staff members treat students with respect.	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. Principal ensures that staff members treat students, parents and members of the community with respect.
3.3 Principals allocate resources, including technology, to support student and staff learning.	Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.	Principal manages the budget to support learning.	Principal develops a budget aligned to student and staff needs.	Principal assesses the use of resources, including technology, in the context of school operations and develops a budget aligned to student and staff needs. Principal procures additional financial resources for the school to support students and staff learning.

<p>3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.</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>3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.</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>
<p>EVIDENCE</p>				

Standard 4: Collaboration				
Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
Elements	Ineffective	Developing	Proficient	Accomplished
4.1 Principals promote a collaborative learning culture.	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.
4.2 Principals share leadership with staff, students, parents and community members.	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.
4.3 Principals develop and sustain leadership.	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.
EVIDENCE				

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.

Elements	Ineffective	Developing	Proficient	Accomplished
5.1 Principals use community resources to improve student learning.	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.
5.2 Principals involve parents and community members in improving student learning.	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.
5.3 Principals connect the school and community.	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.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	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.
EVIDENCE				

Performance Rating Rubric Summary Form (Skills and Knowledge)

Principal Rating on the Ohio Standards for Principals

The Ohio Principal Rating Rubric is intended to be scored holistically. See Appendix B of the OPES Model for more information.

Principal Name: _____

Evaluator Name: _____

Standard 1 Recommended Rating: Ineffective Developing Proficient Accomplished

Standard 2 Recommended Rating: Ineffective Developing Proficient Accomplished

Standard 3 Recommended Rating: Ineffective Developing Proficient Accomplished

Standard 4 Recommended Rating: Ineffective Developing Proficient Accomplished

Standard 5 Recommended Rating: Ineffective Developing Proficient Accomplished

Performance Rating Ineffective Developing Proficient Accomplished

Final Summative Rating of Principal Effectiveness

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED
Performance Rating (Holistic Rating using Performance Rubric)				
<i>Areas of reinforcement/ refinement:</i>				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness				
<i>Areas:</i>				
Final Summative (Overall) Rating (calculated using look-up table)	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

Check here if Improvement Plan has been recommended. **If a rating of Ineffective is earned in any of the components, an Improvement Plan should be developed and implemented in that area. If student growth is below expected level, an Improvement Plan should be developed and implemented. An improvement plan may be implemented at any time.**

Principal Signature _____

Date _____

Evaluator Signature _____

Date _____

The principal and evaluator will sign the **Summative Evaluation of Principal Effectiveness** to indicate that the rating has been shared and discussed. An Improvement plan is developed when the principal’s performance in one or more areas is scored as Ineffective or their final summative rating performance is Ineffective. An improvement plan is

developed when student growth measures are below expected growth. The principal may provide additional information to the evaluator within 10 working days of receipt of this form. The Improvement Plan should be attached to this form.