

Evaluation of Professional Staff (Principals)

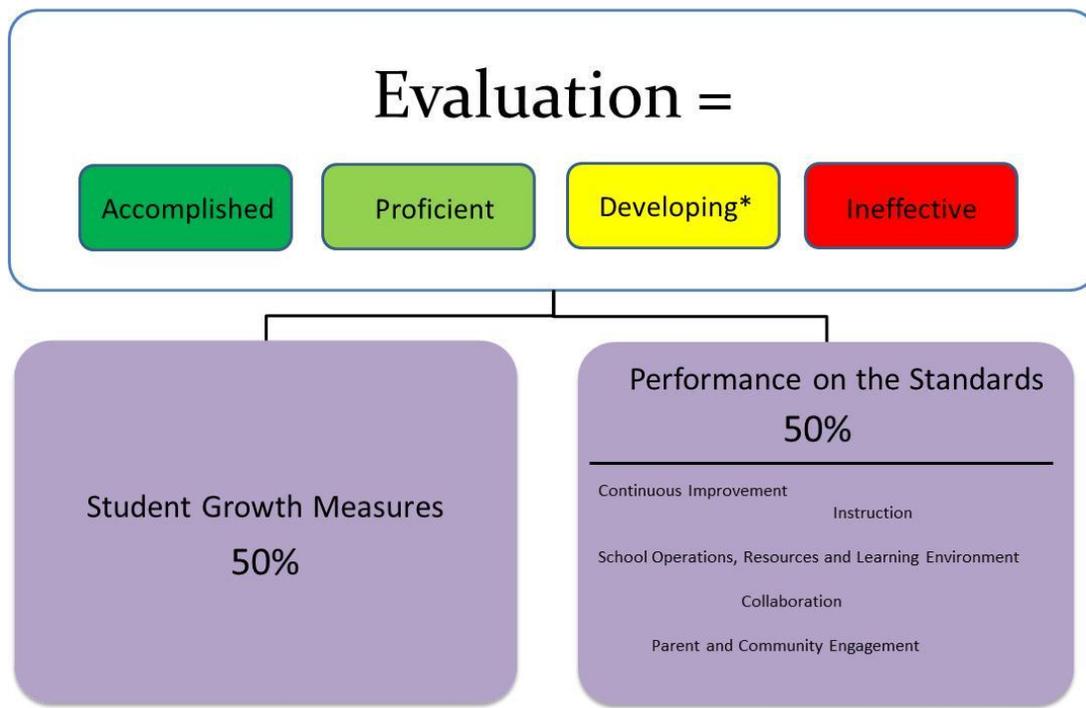
Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These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

The Ohio Principal Evaluation System (OPES), adopted December 2008 by the State Board of Education, 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.

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 Ohio Principal Evaluation System is a standards-based integrated model that is designed to foster the professional growth of principals in knowledge, skills and practice. In OPES, student growth measures (50%) combined with evaluation of principals' proficiency on the standards (50%) determine the level of principal effectiveness. Proficiency on the standards includes professional goal-setting, communication and professionalism, and skills and knowledge.

Evaluation Framework



*currently under development (to be added to the performance rubric)

Student academic growth will be measured through multiple measures which must include value-added scores where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education’s assessment list of subjects where value-added scores are not available and/or local measures of student growth using state-designed criteria and guidance.

Each evaluation will consist of two formal observations of the principal at least thirty minutes each in duration, as well as periodic building walkthroughs. Each principal will be provided a written report of the results of his/her evaluation carried out under the Evaluation Framework.

The principal’s performance rating will be combined with the results of student growth measures to produce a summative evaluation rating as depicted in the chart below.

Measure	Weight
Performance Rating Rubric	50%
Professional Goal-Setting	
Formative Assessment of Principal Performance	
Communication and Professionalism	
Measures of Student Academic Growth-per legislation	50%

The local board of education will also provide for the allocation of financial resources to support professional development.