

## POLICY 202-4

### **PRINCIPAL PERFORMANCE EVALUATION POLICY**

The purpose of this Policy is to provide the directive, means, and flexibility to establish a performance management system that cultivates and supports highly effective educators.

#### GENERAL

The Department of Education shall establish a common and consistent evaluation system to provide principals with information necessary to continually improve their instructional practice and leadership. Each principal shall receive an annual overall performance rating.

The Department shall develop and maintain a comprehensive and detailed implementation plan for development and implementation of the new evaluation system.

In developing and annually improving the principal evaluation system, the Department shall consult and confer regarding the evaluation design and may negotiate related agreements with the exclusive representative of employees affected by the evaluation systems. In addition, the Department shall involve principals in the development and improvement of the evaluation system.

The evaluation of a principal shall be on the basis of efficiency, ability, contribution to student learning and growth, and such other criteria and processes as the Department shall determine.

In developing the evaluation system, the Department shall utilize a pilot test system for either selected schools or for the statewide system. During the pilot years, the Department shall utilize the information and data that are collected to validate and revise the evaluation system. During the pilot years, the results of the redesigned individual evaluations shall not result in adverse consequences for principals.

The evaluation system must provide timely feedback to identify the needs of principals and guide their professional development. The Department shall include systematic and comprehensive staff development for all participants. The staff development support shall be directed both to participant understanding and utilization of the evaluation system and to providing targeted support to principals who are rated marginal.

The evaluation system shall be subject to due process provisions of the respective collective bargaining agreements, including the grievance procedures and other articles.

The system shall include provisions for annually reviewing the system's effectiveness and making improvements as well as a mechanism by which participants can appeal.

The Department shall develop and implement statewide a comprehensive evaluation and support system for principals that includes ratings of highly effective, effective, marginal, and unsatisfactory. The statewide system shall be implemented beginning with the 2013-2014 school year.

The evaluation system shall have two major components, each of which counts towards 50 percent of the evaluation rating:

- Principal Leadership Practice: The measurement of principal leadership practice shall be based upon the updated Profile of an Effective School Leader that is adapted from ISLLC 2008 Education Leadership Policy Standards.
- Principal Performance: The measurement of principal performance will be based on school-wide academic learning and growth as well as at least one additional outcome indicator.

**Rationale:** The Board of Education finds that the purpose of K-12 education is to prepare students for success in college, careers, family and community. The most critical factor in a student's success is an effective teacher, and the most critical factor in a school's success is an effective principal. Recruiting, training and retaining outstanding teachers and principals make a considerable difference in long-term outcomes for students. To invest in the effectiveness of our teachers and principals, a system must first be in place to give teachers and principals comprehensive and superior feedback on their performance.

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