

# Principal Self-Assessment and Professional Growth Goal Setting

Principal: James Doe

Evaluator: Jane Smith

School: Minnesota Middle School

School Year: 2012-2013

## **Instructions for Principals:**

- A. Consider past summative evaluations and evaluator feedback.
- B. Using the Performance Measure and Indicator Rubric, assess yourself from 1 to 4 as follows for each indicator of leadership practice:
  1. This indicator represents strength in my leadership practices. I am consistently effective and can teach others how to be effective on this indicator.
  2. I am consistently effective on this indicator.
  3. I am sometimes effective on this indicator.
  4. This indicator is a significant challenge for me.
- C. Identify supporting evidence and add reflections for your ratings.
- D. Reflecting on the entire self-assessment, summarize the areas of strength in your leadership practices.
- E. Summarize up to two areas for growth in your leadership practices. Draft your growth goal in each area, the strategies you will undertake, any resources or support that you need associated with that goal's strategies, and the target date for and evidence of completing strategies. The Principal Growth and Improvement Plan from the last summative evaluation should be integrated into goals and strategies.

## **Instructions for Evaluators:**

- A. Review the principal's self-assessment.
- B. Comment on professional growth goals and individual school performance goals, indicating areas of agreement and any needed changes.
- C. Conference with principal to review the self-assessment and comments. Finalize professional growth goals and strategies that the principal will undertake for professional growth in identified areas.

PERFORMANCE MEASURE 1 Mission and Vision	1	2	3	4
A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission, and high, measurable goals that prepare every student to succeed in post-secondary learning and to become responsible and contributing citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Articulates a vision and develops implementation strategies for change that result in measurable achievement gains for all students and close achievement gaps.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Fosters a shared commitment to high expectations for student achievement, high standards of teaching and learning, and a culturally competent environment where diversity is valued.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Establishes rigorous, measurable goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Builds a strong and positive sense of community in the school by honoring the important roles of race and culture, its traditions, artifacts, symbols, values, and norms, as a contributor to student and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **Evidence and reflection in support of the ratings:**

We attempt to engage stakeholders in school planning around our mission and annual improvement plan. Strategies have met with limited success at engaging a large group that represents the diversity of the school population. The parents of underserved students are underrepresented in the process.

The school planning process annually reviews the school mission and vision, sets improvement priorities and corresponding goals, and monitors plan implementation. A review of the process, last year's plan, and meeting notes confirms that the plan and process focused on high expectations for all students and on closing achievement gaps. Goals for last year were not met, but achievement for students as measured by MCA and MAP assessments did rise for all groups of students. A professional development plan and calendar were aligned to the school plan.

I need to engage more community resources, especially those that represent the cultural perspectives of underserved students.

<b>PERFORMANCE MEASURE 2</b>	1	2	3	4
<b>Instructional Leadership</b>				
A. Facilitates the development and communication of a shared vision and school culture of effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve learning and close identified gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high-yield instructional strategies that improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, job embedded, and based on the school's learning needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence and reflection in support of the ratings:**

Professional development is one strength of my leadership practices. Over the past three years, we have developed and refined a professional learning community process that is based on research, job embedded, and based on our school needs as assessed by student learning data. Over that time, our PLCs have focused on curriculum development vertically in subject PLC's and on interdisciplinary connections in grade-level teams. Curriculum was refined last year to create units that reflect high academic standards for all student and engaging instructional strategies.

One priority for PLC work this year is planning intervention strategies for classrooms and creating more intervention programs for struggling students. This need is reflected in my self-assessment for this performance measure. This year's PLCs will review common student assessments aligned to the instructional units created in the past. Based on this review, teachers will collaborate to identify student learning needs and plan appropriate interventions for students.

<b>PERFORMANCE MEASURE 3</b>	1	2	3	4
<b>Human Resources</b>				
A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides timely, appropriate, quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Implements a cohesive approach to recruitment, placement, induction, and retention of a highly qualified and effective staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations, and contract provisions and uses these processes to facilitate development, remediation, and/or removal of underperforming staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Evidence and reflection in support of the ratings:**

As I pointed out above, planning and aligned professional development are strong in the school. Particularly, our subject-area PLC process provides ongoing, quality professional development to all staff members. Teachers also collaborate on grade-level teams. An end-of-year PLC survey confirmed that 97% of teachers saw their PLC time as "valuable" and that it "had a positive impact on teaching and learning."

Induction and mentoring support for new teachers is limited beyond support that PLC members and grade-level team members offer to one another. We had a limited number of teachers willing to accept "one more thing on their plates" and to mentor a new teacher. Building resources were not allocated to pay stipends to mentors. District placement policies limit my influence on placement and recruitment of teachers in the building.

I do implement supervision and evaluation practices that align with regulations and the district policy. In addition, all teachers are observed multiple times each year with a combination of formal and informal observations. Formal observations include a pre- and post-conference in which I offer coaching support. However, I have difficulty addressing underperforming staff members. I need to improve my comfort in confronting complacent staff.

<b>PERFORMANCE MEASURE 4</b>	1	2	3	4
<b>Professional and Ethical Relationship</b>				
A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence and reflection in support of the ratings:**

Relationships are a cornerstone of my leadership practices. I annually informally survey staff and parent leaders to assess their perceptions of my leadership and relationships. Feedback is regularly positive and confirms this area of strength as well as strong communication skills. Our PLC survey at the end of the year and PD session evaluations also give evidence of my ability to facilitate groups.

The area of this performance measure where I could improve my practices is being a proactive problem solver. I am especially considering school discipline problems and using data to be proactive at addressing potential disruptions to the school. Our school has only recently established a PBIS school environment data review team in this area. It is my goal that participation on this team will improve me in this area.

<b>PERFORMANCE MEASURE 5</b>	1	2	3	4
<b>Resource Management</b>				
A. Distributes leadership responsibilities, shares decision making, and supervises daily ongoing management structures and practices to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve the district and school’s vision, mission, and goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies, and available resources and that is focused on and results in improved student achievement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence and reflection in support of the ratings:**

Overall, student discipline data reflects a safe learning environment. With the establishment of the PBIS system this year, I plan for that to remain a strong aspect of the school under my leadership. Informal data collected from parents and students confirms that they feel safe and welcome in the school.

Our regular audit comes back acceptable, demonstrating acceptable fiscal management.

Resource allocation planning is deliberately incorporated into the annual school planning process and data review. The availability and use of technology has steadily increased over the past three years, and our school schedule has been continually revised and improved in collaboration with teachers.

I supervise management processes in the school on an ongoing basis but would like to improve my delegation of key responsibilities. I see value in gathering perspectives from multiple stakeholders but struggle to delegate work tasks unless I am able to micromanage the work I have delegated. Also, I typically have a clear vision of how I want the work to look and have trouble seeing that there are other ways to achieve a result than my way of doing the work. I often find that “it is just easier to do it myself and be sure it is done the right way—my way.”

<b>AREAS OF STRENGTH</b>
<ol style="list-style-type: none"> <li>1. Professional development planning, facilitation, and evaluation</li> <li>2. Data review and school improvement planning</li> <li>3. Communication skills and group facilitation</li> </ol>

<b>AREAS FOR GROWTH—PROFESSIONAL GROWTH GOAL 1</b>	
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Indicator	INSTRUCTIONAL LEADERSHIP—Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve learning and close identified gaps.
Explanation	Our school PLCs have focused on curriculum planning and assessment design. The next step is for them to collaboratively analyze student work to identify student needs and plan interventions. The continuing existence of predictably underperforming groups of students confirms the need for more strategic, targeted interventions. All teachers will participate in a subject-area PLC that (1) meets regularly, (2) analyzes student work collaboratively, and (3) plans interventions for students based on analysis of student work. Participation and activities will be monitored through PLC meeting notes and visits to PLC meetings.
Growth Goal 1	<p>Increase my ability to support and lead PLCs focused on analyzing student work and planning appropriate classroom interventions.</p> <p>I will provide PLC leadership to improve interventions for students by developing a handbook for PLCs, facilitating supporting PD, and reviewing student intervention strategies and resulting data.</p> <p>I will attend meetings regularly to offer guidance and review PLC meeting notes.</p>

Strategies	Resources Needed	Target Date Evidence of Completion
Participate in monthly team collaboration with my district principal PLC, which is focusing on PLC implementation this school year.	Monthly meeting time—2 hours Travel	Ongoing from present to June 2013  Meeting notes and meeting attendance
Online review of PLC research and PLC resources, especially for intervention planning and student work analysis	Computer Research and development time Handbook publishing materials	Complete for start-of-school workshop week  PLC implementation handbook for teachers that will be distributed and used in August school professional development
Read “Learning by Doing: A Handbook for PLC Work” along with our PLC leader study group	10 copies of text Bi-monthly meeting time	Complete in December 2012  Implementation of practices in school PLCs; Facilitation of and contributions to study group

Evaluator Comments:
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**AREAS FOR GROWTH—PROFESSIONAL GROWTH GOAL 2**

Indicator	HUMAN RESOURCES—Provides effective and timely supervision and evaluation aligned with local district goals, state regulations, and contract provisions and uses these processes to facilitate development, remediation, and/or removal of underperforming staff members.
Explanation	Our school has an effective staff overall. However, we do have a handful of complacent staff members. To this point, I have been ineffective and uncomfortable directly addressing their performance.
Growth Goal 2	Improve my comfort and ability addressing ineffective staff members. I will directly address 3 marginally performing teachers by placing them on the “Awareness” track for improvement, monitoring implementation of their improvement plans, and making recommendations for referral to the “Improvement and Assistance” track if appropriate.

Strategies	Resources Needed	Target Date Evidence of Completion
Attend “Choice Theory” training in Minneapolis	Registration funds Time away from building to participate	November 15, 2012  Certificate of completion; Implementation of skills
Monthly coaching and problem-solving with principal peer coach (My peer coach will assist with planning for conferences with teachers, writing documentation, and collecting documentation.)	District peer coaching program Meeting time (about once every 3 weeks)	Ongoing from present to June 2013  Peer coaching meetings; Documentation from teacher notification and “Awareness” track support plans; Notes from conferences with teachers

Evaluator Comments:

The principal and evaluator will sign the Self-Assessment and Professional Growth Goal Setting to indicate that the professional growth goals have been shared, discussed, and agreed upon.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal: \_\_\_\_\_ Date: \_\_\_\_\_