

# Principal Appraiser Forms



TEXAS  
**PRINCIPAL**  
EVALUATION &  
SUPPORT SYSTEM

**2020 Update**

## Appraiser Rubric and Evaluation Forms

### Table of Contents

Getting Started Instructions	(p. 3)	<b>Getting Started</b>
T-PESS Principal Evaluation Rubric Form	(p. 4)	<b>Rubric Form</b>
Beginning-of-Year Goal Setting Form	(p. 25)	<b>Goal Setting Form</b>
Mid-Year Progress Form	(p. 28)	<b>Mid-Year Form</b>
Principal Summary Rating Form	(p. 30)	<b>Summary Rating Form</b>
End-of-Year Goal Attainment Form	(p. 35)	<b>End-of-Year Form</b>
Principal Record of Activities Form (Optional)	(p. 37)	<b>Record of Activities Form</b>

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA and McREL International, except under the following conditions:

1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.

No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA.

## Principal Appraisal Forms

### (Getting Started Instructions)

**Instructions:** To begin, please complete the contact information for the principal and appraiser then click on the **SAVE FORM** button before proceeding with the form or printing.

You may want to include the Principal's name and the school year in the file name when you save it. The information entered on this page will be populated throughout all forms in this document.

**SPECIAL NOTE:** The forms contained in this Adobe PDF document are designed to be used electronically or in a print format. Some sections of the form can also be emailed directly from the document.

Contact Information	
Principal Name:	
Principal Email:	
Principal School:	
School Year:	
Appraiser Name:	
Appraiser Email:	

## Domain 1: Strong School Leadership and Planning

## Indicator 1.1: Ethics and Standards – Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Actively leads, shares, and models related policy, ethics, and standards of practice to build capacity with other district and campus leaders	Collaborates with leadership teams to consistently develop and monitor strategies which fully address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Develops and implements processes to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 1.2: Schedules for Core Leadership Tasks – Focuses calendars and time to address leadership and instructional priorities**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	Strategically adheres to core leadership tasks  Has detailed calendaring systems  Coaches and leads others on managing and prioritizing their time and tasks  Ensures efficient and effective operations are upheld with instruction as the priority	Strategically defines priorities to lead, delegate, calendar, and communicate core leadership tasks  Develops detailed calendars for self with clear priorities for instruction and communicates the expectation for others  Makes adjustments to respond to changes in instructional needs and priorities  Collaborates with staff to monitor calendars that consistently maximize learning time and operations that enable student learning	Leads with clear, written, and transparent roles and responsibilities  Develops a school calendar with key instructional leadership tasks  Defines and calendars personal core leadership tasks with clear priorities for instruction  Ensures that schedules for staff are developed and accessible to maximize learning time and operations that enable student learning	Carries out general leadership roles and responsibilities, and develops broad school and personal calendars that are sometimes focused on instruction and maximize learning time	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 1.3: Strategic Planning – Leads focused planning processes with strategic monitoring of outcomes**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Leverages strategic planning as a high-level leadership process to sustain a high performing culture of innovation, improvement, and accountability that is data- and results-driven</p> <p>Maintains clear continuous improvement and decision-making processes that are linked to the plan</p>	<p>Leverages all staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally focused</p> <p>Uses multiple quantitative and qualitative data sources</p> <p>Establishes aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions</p> <p>Consistently uses the plan to guide decision-making and adjusts, accordingly</p>	<p>Collaboratively develops a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners</p> <p>Includes multiple sources of data</p> <p>Ensures the plan is rigorous and instructionally focused</p> <p>Uses the plan to guide decision-making and adjusts, accordingly</p>	<p>Develops an improvement plan based on limited data and provides staff with the plan</p> <p>Sometimes conducts formative reviews of the strategies</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

**Indicator 1.4: Change Facilitation – Productively manages change processes**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Confidently challenges the status quo and serves as a driving force in initiating and managing changes</p> <p>Proactively anticipates and manages change initiatives</p> <p>Actively leads change initiatives with clear solutions, resiliency, and productivity</p> <p>Builds capacity in others to effectively lead change</p>	<p>Empowers leadership teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices</p> <p>Uses productivity and achievement data to consistently communicate the need for change to staff</p> <p>Breaks change into clear and concise actions that create the opportunity for stackable success</p> <p>Relentlessly focuses on identifying solutions when presented with challenges, and shifts challenges to opportunities</p>	<p>Interacts with a solutions-oriented mindset and empowers staff to take ownership of improvement initiatives</p> <p>Initiates and facilitates necessary change using a student outcome lens</p> <p>Clearly articulates and involves others in the change processes</p>	<p>Articulates the need for solutions and accepts some responsibility for change and continuous improvement</p> <p>Sometimes acts on needed change with limited solutions</p>	Comment Required
BOY										
MOY										
EOY										
Appraiser Comments/ Growth Opportunities										

**Indicator 1.5: Coaching, Growth, Feedback, and Professional Development – Models personal commitment to developing self and others**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Serves as a role model for continuous improvement with other district and campus leaders</p> <p>Consistently coaches other leaders beyond the campus</p> <p>Embraces a lead learner role through participation in varied learning opportunities and impactful follow through to develop self and others</p>	<p>Proactively seeks coaching and feedback from supervisors, peers, and staff, and models these interactions as standard practices</p> <p>Strategically plans for participation in learning opportunities</p> <p>Consistently creates clear performance outcomes for professional development with follow-through that positively impact personal growth and student outcomes</p>	<p>Regularly seeks coaching and feedback from supervisors and peers</p> <p>Regularly incorporates refinements to adapt and improve practices</p> <p>Maintains a growth mindset for self and others</p> <p>Aligns growth to the needs of the school and student outcomes</p>	<p>Sometimes seeks coaching and feedback from supervisors</p> <p>Understand the importance of growth for self and others</p> <p>Engages in limited professional development</p>	<i>Comment Required</i>
BOY										
MOY										
EOY										
Appraiser Comments/ Growth Opportunities										

**Domain 1: Examples of Artifacts and/or Evidence**

- Code of Ethics/Behaviors
- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Calendar(s) of Activities and Core Leadership Tasks
- Master Calendar
- Visioning Documents
- Mission, Vision, Goals, Values/Beliefs
- Campus Improvement Plan and Plan Monitoring Systems
- Strategic Planning and Monitoring Processes
- Budgets and Fiscal Management Systems
- Productivity and Achievement Data: Students and Staff
- Change Processes and Actions
- Coaching and Support Systems
- Professional Development Plans and Results



## Domain 2: Effective, Well-Supported Teachers

Indicator 2.1: Human Capital - *Recruits, selects, assigns, and inducts highly effective educators*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Leads and models high standards for all positions and responsibilities with clear and established human capital management systems</p> <p>Strategically places and shifts positions to best meet the needs of the school, teams, and students</p>	<p>Collaborates with leadership teams to strategically and consistently recruit, select, assign, and induct high quality candidates that are a match for specific position expectations and student needs</p> <p>Analyzes existing assignments and team dynamics when assigning teachers/staff to ensure cultural fit</p>	<p>Follows district-approved hiring processes and protocols to recruit, select, assign, and induct candidates</p> <p>Ensures that placements of high-quality staff are strategic based on student needs and teacher/staff strengths</p>	<p>Uses basic criteria and teachers' qualifications to recruit, select, and assign candidates</p> <p>Sometimes involves others in hiring decisions</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 2.2: Talent Management - Supports and retains highly effective educators**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Capitalizes on tangible and intangible assets of staff to support and/or validate a system of highly effective practices which result in staff retention</p> <p>Establishes career pathways for teacher/staff advancement to ensure a pipeline of potential campus leaders with instructional insight</p>	<p>Establishes a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support</p> <p>Uses administrator and teacher leader/peer feedback and leadership opportunities to consistently support retention of effective teachers</p>	<p>Routinely implements targeted and personalized strategies, including the use of high performing teachers, to support, grow, and retain teachers</p> <p>Gathers input from teachers to develop strategies for the retention of effective teachers</p>	<p>Uses a mentoring support system as the primary means of supporting and retaining staff</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

**Indicator 2.3: Observations, Feedback, and Coaching – Conducts rigorous, calibrated, and supported observations**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Leverages observations and feedback to build capacity with others as an established professional growth model</p> <p>Maintains and models coaching and actionable feedback as primary means of interacting with staff</p> <p>Establishes a robust system of professional development that is personalized, data-driven based on student learning and observation and feedback data, and includes follow up to ensure implementation of practices covered in professional development</p>	<p>Systematically uses normed tools and processes with instructional leadership teams to analyze calibrated teacher observation data</p> <p>Establishes and makes available to staff clearly defined and reflective classroom routines and instructional strategies as exemplars for performance</p> <p>Conducts targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning</p>	<p>Uses normed tools and processes to conduct frequent formal and informal observations, capture data trends, and track progress over time</p> <p>Reviews observation data and student achievement to ensure alignment between the two</p> <p>Provides timely, clear, and actionable feedback and coaching to all teachers</p> <p>Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities to practice with embedded coaching</p>	<p>Observes teachers primarily during scheduled observations and occasional walkthroughs</p> <p>Feedback is sometimes provided</p> <p>Provides coaching primarily to new teachers and those in need of support</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities

**Indicator 2.4: Professional Development - Personalizes and aligns professional development**

Ratings							Distinguished	Accomplished	Proficient	Developing	Needs Improvement																		
	Dis	Acc	Pro	Dev	NI	<table><tr><td>BOY</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>MOY</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>EOY</td><td></td><td></td><td></td><td></td><td></td></tr></table>	BOY						MOY						EOY						Models a schoolwide culture of learning and growth	Leverages leadership teams to consistently analyze performance, goal setting data, and growth plans	Regularly uses observation and other relevant data to deliver targeted professional development that is research-based and addresses staff and student learning and achievement needs	Provides some professional development opportunities that are teacher-driven and/or delivered for all staff	Comment Required
BOY																													
MOY																													
EOY																													
						Leverages expertise to systematically develop and coach high fidelity practices	Customizes research-based professional development and assesses implementation and impact on staff and student learning and achievement	Develops calendars for professional development that are modified based on data and teacher/student needs																					
						Establishes a comprehensive professional development system that is frequent, reflective, and recursive																							
						Seamlessly integrates professional development and goal setting as cycles of improvement and refinement																							
Appraiser Comments/ Growth Opportunities																													

**Domain 2: Examples of Artifacts and/or Evidence**

- Campus Improvement Plan
- Teacher Recruiting and Hiring Processes
- Teacher and Staff Onboarding
- Teacher Placement Decisions
- Teacher Capacity-Building Strategies
- Professional Development Plans and Resources
- Teacher and Staff Retention Data
- Teacher Professional Growth Plans
- Coaching and Other Support Systems
- Teacher Goal Setting Data and Results

## Domain 3: Positive School Culture

**Indicator 3.1: Safe Environment and High Expectations** – *Aligns the vision, mission, and goals to a safe environment and high expectations*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Serves as a catalyst and role model for other district and campus leaders in establishing clear purpose and direction</p> <p>Strategically connects and threads all school aspects to the visioning process</p> <p>Models and assumes high expectations from self and others</p>	<p>Leads leadership teams and stakeholders in establishing a unified purpose and shared vision</p> <p>Creates and models experiences that positively promote high expectations and a relentless pursuit of success for all students</p> <p>Connects all initiatives and decisions to the vision</p> <p>Systematically assesses and measures the climate, challenges low expectations, and refines the vision as appropriate</p>	<p>Involves stakeholder groups in creating and continuously refining the school's mission, vision, goals, and values</p> <p>Uses this information to regularly guide decisions</p> <p>Ensures the vision and practices focus on a safe and orderly environment</p> <p>Maintains, and assumes from others, high expectations and shared ownership for student success</p>	<p>Develops and implements a shared vision and aligned goals</p> <p>Periodically uses the vision to guide school initiatives and decisions</p> <p>High expectations are sometimes evident</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 3.2: Behavioral Expectations and Management Systems – Establishes clear expectations and systems for behaviors, including social and emotional supports**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Models a comprehensive schoolwide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequence, and utilizes a multi-tier system of support for all students</p> <p>Data is reflective of minimal behavioral issues and high performance</p> <p>Systematically tracks and analyzes data with leadership teams to proactively identify and respond to behavioral concerns</p>	<p>Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school's mission, vision, values, and goals</p> <p>Embraces equity, diversity, and implications for behaviors</p> <p>Communicates, applies, and faithfully upholds schoolwide routines and procedures that support the code of conduct and reflect the school's mission, vision, values, and goals</p> <p>Fairly implements a system of rewards and consequences</p> <p>Consistently tracks and analyzes data to address patterns of issues</p>	<p>Proactively teaches, practices, and reinforces behavioral expectations with all staff and students that are aligned with the school's mission, vision, values, and goals</p> <p>Implements and executes the code of conduct as routine practice</p> <p>Supports teachers in implementing rewards and consequences at the classroom and school levels</p> <p>Regularly tracks and analyzes data</p>	<p>Enforces the code of conduct with established consequences</p> <p>Periodically reviews data, particularly for students with patterns of behavior</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

*Appraiser Comments/ Growth Opportunities*

**Indicator 3.3: Proactive and Responsive Student Support Services – Leads strategies to proactively provide and coordinate student support services**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Leverages high-level, comprehensive internal and external services for students and their families</p> <p>Uses schoolwide routines and procedures to proactively identify and respond to students' needs</p> <p>Incorporates wrap-around services for high-need students through established case management processes</p>	<p>Establishes and implements multi-tiered systems of support to identify individual students' support needs</p> <p>Ensures that student's and staff connect what's taught through mental health and wellness, and social and emotional learning strategies and methodologies are transparently connected to recent and relevant cognitive science</p> <p>Coordinates internal and external support services for students and families to proactively respond to students' needs and maximize their learning potential</p>	<p>Ensures that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught</p> <p>Provides structures to monitor individual progress, behavior, and emotional well-being</p> <p>Links internal and external support services to immediately respond to students' needs</p>	<p>Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

*Appraiser Comments/ Growth Opportunities*

**Indicator 3.4: Involving Families and Community – Productively involves and coordinates family and community involvement**

<b>Ratings</b>						<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
	<b>Dis</b>	<b>Acc</b>	<b>Pro</b>	<b>Dev</b>	<b>NI</b>	<p>Confidently serves as a driving force in creating a culture that welcomes all families and community members as partners</p> <p>Develops authentic relationships with family and community partners to garner resources in support of the school's agenda and outcomes</p> <p>Incorporates varied strategies to gather feedback from family and community partners</p> <p>Leverages the influence and synergy of the school and community stakeholders to work together in support of high levels of student achievement</p>	<p>Empowers teachers and staff to establish a welcoming culture that consistently engage and connect with all families</p> <p>Establishes systems for staff to explicitly shares critical aspects of student learning, and consistently provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Purposefully uses multiple communication platforms to send consistent messages about involvement and the family/community roles in decision making, supporting the school and student outcomes</p> <p>Uses productivity and achievement data to increase authentic engagement and share responsibility for student outcomes</p>	<p>Provides varied opportunities for all families to engage in critical aspects of student learning</p> <p>Ensures that staff regularly provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Establishes multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities</p> <p>Analyzes data about involvement and adopts plans to increase authentic engagement and shared responsibility for student outcomes</p>	<p>Articulates the need for family and community involvement, and accepts some responsibility for engaging stakeholders</p> <p>Communicates essential information with families and the community</p>	<i>Comment Required</i>
<b>BOY</b>										
<b>MOY</b>										
<b>EOY</b>										

Appraiser Comments/ Growth Opportunities



**Domain 3: Examples of Artifacts and/or Evidence**

- Campus Improvement Plan
- Mission, Vision, Goals, and Beliefs/Values
- Culture and Climate Surveys
- Expectations for Performance
- Behavior Expectations and Management Systems for Students and Staff
- Teacher Retention Data
- Discipline Data Tracking System
- School Safety/Emergency Operations Plan
- Student Support Services
- Case Management Systems
- Partner Agreements
- Communication with Families
- Family and Community Engagement Data

## Domain 4: High-Quality Curriculum

## Indicator 4.1: Standards-based Curricula and Assessments - Ensures fidelity of implementation with state and district curricula and assessments

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Leads student achievement through established, rigorous, and standards-based curricula and assessments</p> <p>Consistently builds capacity with teachers to know and understand essential/powerful learning standards, criteria for success with students, pacing expectations, and overall alignment of high-quality curricula and assessments</p>	<p>Develops, maintains, and monitors a systematic approach for all teachers to review and internalize relevant curriculum and assessments</p> <p>Utilizes leadership teams to ensure teachers have access to and effectively use the curriculum in planning units and daily lessons</p> <p>Supports teachers in the development or internalization of formative assessments that can be used to identify students conceptual or procedural understanding of the content and from which targeted re-teach plans can be developed</p> <p>Establishes calendars with clear checkpoints, embedded corrective instruction, and spiraling for all students</p>	<p>Ensures teachers have access to a standards-aligned, guaranteed, and viable curriculum and scope and sequence</p> <p>Ensures assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content</p> <p>Corrective instruction and spiraling are built into teaching and learning</p> <p>Establishes systems to support teachers in managing curriculum and assessment documents</p>	<p>Provides teachers with district-approved curricula and assessments</p> <p>Supports teachers in using and implementing expected curriculum and assessments</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 4.2: Instructional Resources and Professional Development – Facilitates access to instructional resources and professional development**

Ratings							Distinguished	Accomplished	Proficient	Developing	Needs Improvement																								
	Dis	Acc	Pro	Dev	NI	<table><tr><td></td><td>Dis</td><td>Acc</td><td>Pro</td><td>Dev</td><td>NI</td></tr><tr><td>BOY</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>MOY</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>EOY</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Dis	Acc	Pro	Dev	NI	BOY						MOY						EOY						Coordinates a seamless integration of high-fidelity curricula, instruction, assessments, resources, and professional development components that work in tandem to yield high quality teaching and learning processes	Strategically aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content-rich texts through ongoing teacher discourse, collaboration, and coaching	Ensures instructional materials and resources are intentionally designed with expected rigor, key ideas, essential questions, and content-rich texts	Provides teachers with relevant instructional materials and resources necessary to implement curricula and assessments	Comment Required
	Dis	Acc	Pro	Dev	NI																														
BOY																																			
MOY																																			
EOY																																			
						Designs and operates the curriculum resource system with clarity, coherence, and precision	Consistently connects materials and resources to instructional needs of all students and student groups	Connects materials and resources to needs of specific teachers, students and student groups	Provides some professional development for all teachers to assist with the use of resources																										
							Provides ongoing, content-focused, and job-embedded professional development to hone teachers' knowledge, skills, and responsibilities	Provides high-fidelity, content-focused professional development that is linked to the curricula and assessments and teacher's individual needs																											
Appraiser Comments/ Growth Opportunities																																			

**Domain 4: Examples of Artifacts and/or Evidence**

- Curricular Materials
- Curriculum Calendars
- TEKS Studies
- Scope and Sequence
- Lesson and Unit Plans
- Formative and Summative Assessments
- Professional Development Plans and Resources
- Education Plans for Identified Students
- Student Achievement and Testing Data
- Leadership Team Decision-Making Processes

## Domain 5: Effective Instruction

Indicator 5.1: High-Performing Instructional Leadership Team – *Creates a high-performing, skilled leadership team*

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Systematically adheres to and models high levels of implementation of written protocols and processes</p> <p>Establishes clear instructional team roles and responsibilities with accountability measures</p> <p>Builds capacity with other campus leaders to lead highly productive meetings and tasks with clear outcomes for staff and student performance</p>	<p>Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions</p> <p>Builds capacity with others to lead and manage instructional initiatives</p> <p>Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills</p> <p>Monitors the effectiveness of team outcomes for staff and student performance</p>	<p>Uses written protocols and processes to regularly lead and manage leadership teams</p> <p>Implements these protocols and processes as standard operating procedures</p> <p>Identifies needs and regularly supports the development of leadership team members</p>	<p>Uses some written protocols and processes for broader instructional leadership tasks</p> <p>Involves leadership teams in some instructional leadership responsibilities</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 5.2: Objective-Driven Plans – Supports the development of objective-driven daily lesson plans**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Empowers, challenges, and supports staff in leading and managing planning with respective teams</p> <p>Uses a system of checks and balances that are tied to student achievement results within teams and accountability for quality plans</p>	<p>Develops, maintains, and monitors a systematic approach for all teacher to collaboratively internalize, modify, or create and submit daily lesson plans with clear learning objectives and other essential components</p> <p>Utilizes leadership teams to assess the fidelity and impact of plans on learning and achievement for all students</p> <p>Consistently provides feedback on and monitors the revisions to plans based on evidence of student mastery</p>	<p>Ensures the unpacking of standards and the analysis of curricular resources, including assessments</p> <p>Communicates and monitors the expectation for all teachers to submit daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery</p> <p>Regularly monitors the quality of plans and provides feedback</p>	<p>Communicates an expectation for teachers to internalize, modify, or develop daily lesson plans and submit them</p> <p>Monitors teachers' submissions</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 5.3: Effective Classroom Routines and Instructional Strategies – Develops effective routines, instructional strategies, and experiences for all students**

Ratings							Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<div>Strategically develops model classrooms to showcase effective instructional practices;</div> <div>Leads change efforts through structured practices, observations, and debriefs as teachers develop mastery of effective instructional strategies and practices across classrooms</div>	Actively utilizes leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies	Facilitates and supports the implementation of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms	Incorporates instructional routines and strategies that are teacher-driven	Comment Required	
BOY							Provides real-time feedback to teachers as strategies are practices and implemented	Conducts regular walkthroughs and observations that include feedback using a research-based instructional rubric	Monitors the effectiveness of practices when teacher and/or student needs arise		
MOY											
EOY											

Appraiser Comments/ Growth Opportunities

**Indicator 5.4: Data-Driven Instruction – Monitors multiple forms of data to guide instructional decisions and maximize performance**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Empowers, challenges, and supports staff with comprehensive data management and analyses systems</p> <p>Teams make data-driven decisions as a routine practice and individually track their own data</p> <p>Students take ownership of and act on their data</p> <p>Data extends beyond varied academic sources</p>	<p>Leverages all staff to consistently disaggregate multiple sources of student-level data which inform and prioritize student-specific instructional needs</p> <p>Ensures teachers, students, and strategies are matched to maximize growth</p> <p>Implements schedules to facilitate frequent and recurring data meetings with teachers</p> <p>Ensures data meetings include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work</p>	<p>Supports teachers in analyzing multiple sources of data to regularly track and monitor the progress of all students and student groups</p> <p>Ensures teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery</p> <p>Focuses teachers on regular analysis of student work</p>	<p>Communicates an expectation for teachers to analyze multiple forms of academic data</p> <p>Sometimes reviews other sources of data beyond academics</p>	Comment Required
BOY										
MOY										
EOY										

Appraiser Comments/ Growth Opportunities

**Indicator 5.5: Response to Intervention – Leverages resources to respond in a timely manner to all students' needs**

Ratings						Distinguished	Accomplished	Proficient	Developing	Needs Improvement
	Dis	Acc	Pro	Dev	NI	<p>Prioritizes schedules and targets resources to strategically address the instructional needs of students, address growth, and close achievement gaps</p> <p>Systematically involves teams of teachers in tracking learning, growth and achievement for students who need interventions</p> <p>Closing gaps are evident and student achievement increases</p>	<p>Leverages leadership teams to systematically lead and monitor diagnostics and interventions</p> <p>Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Ensures flexibility in schedules, student groups, and resources to respond to students with varied learning needs</p> <p>Creates and maintains systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions</p>	<p>Ensures student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Monitors interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers</p> <p>Implements data monitoring and tracking systems for each teacher and student</p> <p>Uses regular and extended day schedules to regularly provide interventions</p>	<p>Uses limited data to identify students' learning needs</p> <p>Relies on teachers to provide necessary interventions</p> <p>Focuses primarily on students with the greatest learning needs</p>	Comment Required
BOY										
MOY										
EOY										
Appraiser Comments/ Growth Opportunities										

**Domain 5: Examples of Artifacts and/or Evidence**

- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Use of Research-Based Campus and Instructional Practices
- Effective Classroom Routines
- Use of Objective-Driven Lesson Plans
- Monitoring Processes for Lesson Plans
- Walkthroughs and Observations
- Staff Coaching Processes
- Data Management Systems
- Student Achievement and Testing Data
- Response to Intervention Tracking, Data and Meetings
- Teacher Tracking Systems for Students



## Beginning-of-Year Conference Self-Assessment/Goal Setting/Professional Development Plan

Principals complete a self-assessment using the T-PESS Rubric, providing an opportunity for them to reflect on their current level of practice in relation to the Texas Principal Standards and serving as the basis for establishing professional growth goals. It is essential that the goal-setting process prioritizes areas of development for the principal as a professional, independent of campus-related needs. The primary goal, therefore, is focused on the principal's individual growth as a professional. Principals will also set a second goal related to student growth on their campus. Although principals may choose to establish more than two goals, it is not required and any additional goals should be considered carefully, so as not to dilute their actions from the two required goals.

The Self-Assessment and Goal Setting step is central to the core intent that the T-PESS process guide self-reflection, inform professional development, and personify continuous growth and improvement.

Principals should use the following criteria when completing the Beginning-of-Year Goal Setting Forms:

- Conduct a comprehensive review of the T-PESS Principal Rubric in preparation for completing the Self-Assessment.
- Set at least two goals; one goal must focus on developing an aspect of the principal's practice, while the second goal must focus on an aspect of student growth.
- The strategies and actions to be taken over the course of the year should be outlined in the Goal Setting and Professional Development (GSPD) plan, along with the expected outcomes, time line for achievement, and the resources needed for attainment.

The Beginning-of-Year Conference provides the principal and the appraiser an opportunity to engage in collaborative conversations. At this meeting, the principal and the appraiser discuss the Self-Assessment and the proposed goals. The primary purpose of the BOY Conference is to give the principal and the appraiser an opportunity to discuss professional practice in relation to the five principal standards and rubric domains.

In preparation for the BOY Conference:

- The principal will submit (1) a copy of his or her completed Self-Assessment and (2) draft goals.
- The appraiser will review (1) the results of the Self-Assessment and the previous year's summary ratings (if a continuing principal) and (2) the draft goals.

**BOY Rubric Instructions:** Using the self-assessment and other evidence collected by the appraiser, complete the BOY section for each indicator of the rubric.

**BOY GSPD Instructions:**

1. Use the BOY ratings from the comprehensive self-assessment process to set a primary goal focused on developing professional practices and a second goal focused on student growth.
2. Complete the Goal Setting and Professional Development (GSPD) Plan on page 26.

**Goal Setting and Professional Development (GSPD) Form**

Professional Practice Goal	
Professional Practice Goal:	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions:	
Expected Measurable Outcomes:	
Timeline for Achieving Goal:	
Resources Needed:	
Professional Development:	
Comments:	
Student Growth Goal	
Student Growth Goal (can span a period greater than one year):	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions (to be taken over time):	
Expected Measurable Outcomes (to be realized over time):	
Timeline for Achieving Goal:	
Resources Needed:	
Professional Development:	
Comments:	
Principal Signature:	Date:
Appraiser Signature:	Date:

## MOY and EOY Principal Evaluation Rubric (Mid-Year Conference and the End-of-Year Conference)

The rubric serves as the foundation for Texas Principal Evaluation and Support System. It should be used throughout the process to monitor principals' progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school.

Appraisers will use the rubric to complete their assessment of the principals' performance at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Local policy/procedure will determine the means, time frame, and formality of these reviews. Example: At the beginning of the year, local procedure may dictate that the supervisor "review" the rubric for an informal assessment. Or, local guidelines might require that the BOY assessment be completed and submitted as a formative assessment. This will be determined at the local level.

The principal and appraiser will use the rubric as a guide for performance discussions throughout the year and as a tool to determine the final evaluation. This is a working document and should be referred to throughout the year. It is designed so that appraisers may take notes and cite evidence in an on-going manner.

**Instructions:** Appraisers will use the rubric on pages 5-25 to complete their assessment of the principals' performance at the mid-year point. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation ratings (EOY) for the principal.

To complete this form,

- Read the specific Domain carefully, and then review the given indicator.
- Begin in the *Proficient* column, and move to the left to consider Accomplished and Distinguished. Then come back to consider the indicators under Developing. Based on the evidence and the rubric, use preponderance of evidence to determine the appropriate performance level for each indicator. There should be evidence that documents attainment of the performance level: *Developing, Proficient, Accomplished, or Distinguished*.
- If practices in the *Distinguished* column are marked, provide an explanatory comment in the "Appraiser Comment" section for each respective indicator.
- If the *Needs Improvement* performance level is selected, provide a comment in that column.

## **Mid-Year Progress Form (Mid-Year Progress Conference)**

Reviewing goal progress should be an ongoing process when using T-PESS. When done regularly, it encourages principals to reflect on and refine the leadership practices emphasized to accomplish the goal. Monitoring current progress also offers the opportunity for the appraiser and the principal to discuss and clarify leadership practices within the context of the school using real data.

Approximately halfway through the school year, the appraiser will meet individually with each principal to discuss progress toward the goals and, if applicable, any proposed adjustments to action plans as necessary to reach set goals. The MOY conference also includes a review of selected parts of the rubric as determined most applicable by the appraiser and discussion of any additional support. In preparation for the MOY conference, the principal may wish to prepare a brief summary the most current data of any projects or initiatives related to their T-PESS goals.

Supporting and monitoring principal progress is an important component of the professional development process. The Mid-Year Conference provides the opportunity for principals and appraisers to formatively take stock of the progress on his or her professional goals. Key information discussed and decisions made during the conference are captured on the MOY Conference form. Reviewing progress allows for continuing dialogue within the context of the domains, indicators, principal actions, and the performance goals. Additionally, this conference offers the opportunity to modify goals should the need arise.

The Mid-Year Progress Form is used to capture the information reviewed and any decisions made as a result of discussion during the meeting. Following the meeting, the appraiser will complete the form and share it with the principal for review and signature. As a result of this feedback, both principal and appraiser should have a clear understanding of the principal's current level of practice in key areas of focus and goal progress. Ideally, the MOY conference is an extension of the ongoing dialogue between principal and appraiser.

Preparation by the appraiser prior to this conference is important. The appraiser should:

- Review the principal's Self-Assessment and Goal Setting Form.
- Consider the evidence collected through site visits.
- Review and consider the depth and quality of the artifacts submitted or collected.

During the Mid-Year Progress Conference, the principal and appraiser should meet to discuss progress toward goal attainment:

- Using the Mid-Year Progress Form, the appraiser should indicate whether the principal is progressing or not progressing toward goal attainment on both the principal practice goal, as well as the student growth goal set by the principal.
- Include a brief narrative of evidence of progress and/or revise the plan if necessary.

The appraiser should use this form to include any relevant feedback and comments that will assist the principal and promote growth in either or both areas.

Professional Practice Goal	
<b>Professional Practice Goal:</b>	
<b>Indicate progress toward goal attainment:</b> <input type="radio"/> Progressing <input type="radio"/> Not Progressing	
<b>Evidence of Progress:</b>	
<b>Revised Plan (only if necessary):</b>	
<b>Principal Comments Attached?</b> <input type="radio"/> Yes <input type="radio"/> No	
<b>Appraiser Comments:</b>	
Student Growth Goal	
<b>Student Growth Goal (can span a period greater than one year):</b>	
<b>Indicate progress toward goal attainment:</b> <input type="radio"/> Progressing <input type="radio"/> Not Progressing	
<b>Evidence of Progress:</b>	
<b>Revised Plan (only if necessary):</b>	
<b>Principal Comments Attached?</b> <input type="radio"/> Yes <input type="radio"/> No	
<b>Appraiser Comments:</b>	
<b>Principal Signature:</b>	<b>Date:</b>
<b>Appraiser Signature:</b>	<b>Date:</b>

## Principal Summary Rating Form:

**Instructions:** The Principal Summary Rating Form is to be completed by the appraiser following the End-of-Year Conference where the principal is allowed the opportunity to share artifacts and evidence pertaining to his/her professional goal and performance throughout the year. The discussion of professional performance is collaborative between the principal and the appraiser.

- A final rating should be given for each indicator.
- Local policy will determine if a final overall rating should be given for each domain.
- The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation.
- The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the principal toward continued growth.

Domain 1: Strong School Leadership and Planning					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
1.1: Ethics and Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2: Schedules for Core Leadership Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3: Strategic Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4: Change Facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5: Coaching, Growth, Feedback, and PD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b> (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>	<input type="checkbox"/> Campus Improvement Plan and monitoring systems <input type="checkbox"/> Productivity and achievement data: students and staff <input type="checkbox"/> Leadership teams, protocols, agendas, and minutes <input type="checkbox"/> Use of research-based school and classroom practices <input type="checkbox"/> Campus master schedule and master calendar <input type="checkbox"/> Formative and summative assessments <input type="checkbox"/> Education plans for identified sub-populations <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> Professional Development planning <input type="checkbox"/> Budget and fiscal management systems				
<b>Areas for Growth and Resources Needed:</b>					

Domain 2: Effective, Well-Supported Teachers					
Indicators:	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
2.1: Human Capital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2: Talent Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3: Observations, Feedback, and Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4: Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b> (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>	<b>Evidence of documentation that may be used to support ratings:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan</li> <li><input type="checkbox"/> Teacher recruiting and hiring processes</li> <li><input type="checkbox"/> Teacher retention data and onboarding process</li> <li><input type="checkbox"/> Teacher professional growth plans</li> <li><input type="checkbox"/> Site professional development plan</li> <li><input type="checkbox"/> National Board Certified Teachers</li> <li><input type="checkbox"/> Stakeholder surveys</li> <li><input type="checkbox"/> Coaching and other support systems</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>				
<b>Areas for Growth and Resources Needed:</b>					

Domain 3: Positive School Culture					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
3.1: Safe Environment and High Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2: Behavioral Expectations and Management Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3: Proactive and Responsive Student Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4: Involving Families and Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b> Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>	<b>Evidence of documentation that may be used to support ratings:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan</li> <li><input type="checkbox"/> Behavior expectations and management systems</li> <li><input type="checkbox"/> Stakeholder surveys</li> <li><input type="checkbox"/> Student achievement and testing data</li> <li><input type="checkbox"/> School safety / emergency operations plan</li> <li><input type="checkbox"/> Student support services</li> <li><input type="checkbox"/> Partner agreement</li> <li><input type="checkbox"/> Communication with families / engagement data</li> <li><input type="checkbox"/> Discipline / attendance data</li> <li><input type="checkbox"/></li> </ul>				
<b>Areas for Growth and Resources Needed:</b>					



Domain 4: High-Quality Curriculum					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
4.1: Standards-based Curricula and Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2: Instructional Resources and Professional Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b> (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>	<b>Evidence of documentation that may be used to support ratings:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan</li> <li><input type="checkbox"/> Curriculum calendar and resources</li> <li><input type="checkbox"/> Scope and sequence</li> <li><input type="checkbox"/> Lesson and unit planning</li> <li><input type="checkbox"/> Formative and summative assessments</li> <li><input type="checkbox"/> Professional development plans and resources</li> <li><input type="checkbox"/> Education plans for identified students</li> <li><input type="checkbox"/> Student achievement and test data</li> <li><input type="checkbox"/> Leadership team decision making processes</li> <li><input type="checkbox"/></li> </ul>				
<b>Areas for Growth and Resources Needed:</b>					

Domain 5: Effective Instruction					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
5.1: High-Performing Instructional Leadership Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2: Objective-Driven Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3: Effective Classroom Routines and Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4: Data-Driven Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5: Response to Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b> (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>	<b>Evidence of documentation that may be used to support ratings:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan</li> <li><input type="checkbox"/> Lesson plans monitoring processes</li> <li><input type="checkbox"/> Master school schedule with instructional times</li> <li><input type="checkbox"/> Walk-through Observations</li> <li><input type="checkbox"/> Coaching</li> <li><input type="checkbox"/> Data management and analysis system</li> <li><input type="checkbox"/> RTI/MTSS tracking and processes</li> <li><input type="checkbox"/> Staff coaching and feedback</li> </ul>				
<b>Areas for Growth and Resources Needed:</b>					
<b>Principal Comments Attached?</b>			Yes	No	
If comments are attached, include Appraiser Signature.					
<b>Principal Signature:</b>			<b>Date:</b>		
<b>Appraiser Signature:</b>			<b>Date:</b>		

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

## End-of-Year Goal Attainment Form:

### Instructions: EOY Conference and Summative Annual Report

As the year wraps up, the principal should begin reviewing the artifacts and evidence collected throughout the year to assist in summarizing the impact and to prepare for sharing the summary at the End-of-Year Conference and review progress toward his or her performance goals and collect and consolidate the artifacts and data that were agreed upon when making final determinations about goal achievement and improving leadership performance. This information should be sent to the appraiser in advance of the final meeting to allow the appraiser time to adequately prepare for the final meeting.

To complete the evaluation cycle, the principal and appraiser will meet to review the principal's performance for the year and to draft performance goals for next year based on the information available at that time. The principal will have the opportunity to present artifacts and evidence pertaining to attainment of his or her performance goals and any information that would provide additional insight for accurate summary ratings.

The End-of-Year Conference also marks the beginning of the goal-setting process for next year. Drawing from the insight gained as a result of the work in the current year, the principal and appraiser should collaborate to identify possible areas of focus for the coming year. The principal will revisit these possible goals throughout the summer and again with the appraiser in the fall to determine if adjustments are needed or desired, especially in light of any additional data that may become available after the End-of-Year Conference.

When completing the Summary Rating Form, the appraiser will:

- Give a rating for each indicator contained in the domains.
- Make a written comment on any indicator marked Not Demonstrated/Needs Improvement and for any indicator marked Distinguished.
- Give an overall rating for each domain based on the indicator ratings but only if required by the local district.
- Provide the principal with the opportunity to add comments and/or attach written comments to the Summary Rating Form.

Following the End-of-Year Conference the appraiser should use the End-of-Year Goal Attainment form to indicate progress in achieving the established goals and provide a narrative of evidence of completion.

- The appraiser should use this form to include any relevant feedback and comments that will assist the principal and facilitate growth.
- If the principal desires to include comments, the appraiser will check the box below to indicate that comments are included and attached.

The Summary Rating form and the End-of Year Goal Attainment form comprise the Summative Annual Report which is shared with the principal following completion.

## Professional Practice Goal:

## Professional Practice Goal:

<input type="radio"/> Significantly Exceeded Expectations	<input type="radio"/> Exceeded Expectations	<input type="radio"/> Attained	<input type="radio"/> Progressing	<input type="radio"/> Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

## Evidence of Completion:

## Appraiser Comments:

## Principal Comments Attached?

☐ Yes☐ No

## Student Growth Goal:

## Student Growth Goal (can span a period greater than one year):

<input type="radio"/> Significantly Exceeded Expectations	<input type="radio"/> Exceeded Expectations	<input type="radio"/> Attained	<input type="radio"/> Progressing	<input type="radio"/> Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

## Evidence of Completion:

## Appraiser Comments:

## Principal Comments Attached?

☐ Yes☐ No

Principal Signature:

Date:

Appraiser Signature:

Date:

## Principal Record of Activities Form (Optional)

**Instructions:** The record of activities is an optional form intended to ensure the process for evaluating principals is followed according to district adopted policy.

- The appraiser and the principal will follow district approved processes for conducting the evaluation.
- Use this form to record and track each component or step of the evaluation process.

Principal Record of Activities	Date	Appraiser	Principal
Self-Assessment Form			
Beginning-of-Year Conference			
Beginning-of-Year Goal Setting Form			
Mid-Year Progress toward Goal Attainment Form			
End-of-Year Goal Attainment Form			
Observations/Performance Data Collection			
Evidence/ Artifacts Record and attach the artifact/evidence submitted (e.g., example of teacher performance plan, communication plan, etc.)			
End-of-Year Conference			
Summary Rating Form			
<b>Principal Signature:</b>		<b>Date:</b>	
<b>Appraiser Signature:</b>		<b>Date:</b>	

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.