

## T-PESS Glossary

**Artifact** is a product resulting from a principal's/assistant principal's work. Artifacts are natural byproducts of work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used as evidence to support an evaluation rating and when the appraiser and the principal or assistant principal disagree on the final rating. Principals/assistant principals may use them as exemplars of their work.

Examples of artifacts include these:

- School Improvement Plan – A plan that includes strategies for improving student performance that discusses how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.
- School Improvement Team Data – Work from a team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school whose purpose is to develop a school improvement plan to strengthen student performance.
- Teacher Retention Data – The teacher turnover rate, including the distribution of inexperienced teachers
- National Board Certified Teachers – Teachers who have earned National Board Certification

**Capacity** is the collective efficacy and capability to develop and use assets to create the conditions necessary to accomplish purpose.

**Correlation ( $r$ )** is a measure of the degree of linear relationship between two variables. When one goes up, the other goes up (or down). The larger the correlation, the stronger the linear relationship between the two variables. Correlation coefficients vary between -1.00 and +1.00. A correlation of 0.00 indicates the absence of a relationship.

**Dependent variable** is a variable measured in a study. In an experimental study, the dependent variable is affected by the independent variable. In a correlational study, the dependent variable is associated with one or more other (independent) variables.

**Descriptors** are the specific performance responsibilities embedded within the elements of each performance standard. Descriptors are checked to determine the rating of each element.

**Effect size** is a measure of the magnitude of impact of an independent variable on a dependent variable. The most commonly used effect size is the standardized mean difference that depicts how many standard deviations the mean of an experimental group is above or below the mean of a control group. The correlation ( $r$ ) is another type of effect size commonly used.

**Evaluation Rubric** is a composite matrix of the standards, elements, and descriptors of T-PESS.

**Factor analysis** is a statistical procedure that reduces a set of items on a measuring instrument to a smaller number of dimensions called factors.

**Indicators** are the sub-categories of performance embedded within the performance standard.

**Performance Levels** are used for evaluating school principals and assistant principals for Standards 1-5:

- Distinguished: Principal/assistant principal consistently and significantly exceeded basic competence on standards of performance. If the “Distinguished” rating is used, the appraiser must comment about why it was used.
- Accomplished: Principal/assistant principal exceeded basic competence on standard(s) for performance most of the time.
- Proficient: Principal/assistant principal demonstrated basic competence on standard(s) of performance.
- Developing: Principal/assistant principal demonstrated adequate growth toward achieving standard(s) during the period of performance but did not demonstrate competence on standard(s) of performance.
- Not Demonstrated, Needs Improvement: Principal/assistant principal did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. If the “Not Demonstrated” rating is used, the appraiser must comment about why it was used.

**Standard** is the distinct aspect of leadership or realm of activities that form the basis for the evaluation of a school executive.

**T-PESS Forms** will help principals, assistant principals, and appraisers gain a deeper understanding of the principal's/assistant principal's level of performance.

- Self-assessment
- Principal Evaluation Rubric
- Principal Professional Development Plan
  - Beginning-of-year Goal Setting Form
  - Mid-year Progress Form
  - End-of-year Goal Attainment Form
- Principal Summary Rating Form
- Principal Record of Activities