T-PESS Principal Orientation Manual

TEXAS PRINCIPAL EVALUATION & SUPPORT SYSTEM

T-PESS Principal Orientation Manual

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Introduction

Texas recognizes that school leadership is critical to the success of recruiting and retaining top teachers and fostering an environment in which student learning flourishes. To that end, Senate Bill 1383[1] (82nd Regular Legislative Session) was codified in Section 21.3541[2] of the Texas Education Code. This statue directed the Texas Education Agency to accomplish the following initiatives:

- establish and administer a comprehensive appraisal and professional development system for public school principals;
- assist in developing the system and make recommendations about the training, appraisal, professional development, and compensation of principals; and
- establish school leadership standards and a set of indicators of successful school leadership to align with such training, appraisal, and professional development.

The Texas Education Agency (TEA) and the Principal Evaluation Steering Committee completed the new principal standards in 2013. These new standards are found in Chapter 149 of the Texas Administrative Code[3] and are expected to serve as the foundation for the new leadership appraisal and support system.

The **Texas Principal Standards** involve best practices for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the instructional leader of a campus. The standards are not intended to be performance indicators used for appraisal, but instead embody the practices toward which all principals can strive regardless of their level of experience or the context of their position. In that sense, the standards form the foundation on which the state appraisal system is built. Furthermore, the standards will assist in informing and supporting educator preparation, mentorship, professional development, and career pathway programs and systems that strengthen the educational leadership workforce in the state of Texas.

During the 2014-2015 school year TEA planned the development and pilot of the Texas Principal Evaluation and Support System (T-PESS) based on the new principal standards and in accordance with state statute. T-PESS was piloted in approximately 54 districts representing a robust sample of urban, rural, and suburban schools of various sizes and geographic locations. The principal evaluation system was planned, developed, and implemented thoughtfully with a focus on continuously improving educator performance, student results, and school productivity.

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[1] Senate Bill 1383. Retrieved from outside source, retrieved 11/2014: *http://www.capitol.state.tx.us/BillLookup/Text.aspx?LegSess=82R&Bill=SB1383*
[2] Section 21.3541 Texas Education Code. Retrieved from outside source 11/2014: *http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.3541*
[3] Texas Administrative Code (TAC), Title 19, Part II Chapter §149.2001: Commissioner's Rules Concerning Educator Standards: Principal Standards. Retrieved from outside source, retrieved 11/2014 (*http://ritter.tea.state.tx.us/rules/tac/chapter149/*

As an integral part of the development process, TEA convened a steering committee of leaders representative of all levels of the K-12 Texas educational system, representatives from higher education leadership preparation programs, and nationally recognized experts in the field of educator effectiveness and personnel evaluation. These educational professionals were charged with designing and developing a research-based system for supporting and evaluating Texas principals. The committee convened in early 2014 to begin work on the development of an evaluation instrument and supporting system that reflected the newly developed Texas Principal Standards and met the fundamental tenets of the primary purposes for evaluation and support of school principals. The instrument, supporting process, and materials were drafted and tested in late May 2014 in preparation for the first year of a two-year pilot that began in the fall of the 2014-2015 school year. Results of the pilot test were used to strengthen the evaluation instrument, evaluation process, and implementation of Section 21.3541 of the Texas Education Code.

Purposes of T-PESS

T-PESS clarifies what effective principals should know and be able to do leading to increased consistency and rigor in the evaluation process. The system is intended to enhance communication between a supervisor and a principal with transparency, fairness, and constructive feedback. By using the results of the evaluation to guide their own professional development, all principals will be able to chart a course for professional growth from the novice principal just beginning the journey of development to the experienced and an effective school leader seeking to be influential throughout the profession.

Purposes of T-PESS
Clearly defined and communicated purposes strengthen the system

✓ Ongoing improvement
✓ Systematically supporting performance
✓ Identify performance strengths and support gaps
✓ Provide constructive feedback

Key Priorities

During the development of T-PESS, the Texas Principal Evaluation Steering Committee agreed on four key priorities as the guiding principles for the process. Systematically revisiting these principles throughout implementation serves to anchor the process and to increase the impact for all stakeholders. Using these priorities as operating principles offers the opportunity for T-PESS to fulfill the purposes of according to the Texas Administrative Code and strengthen leadership performance across the state of Texas. The Steering Committee's key priorities for principal evaluation are the following:

- Personify continuous growth and improvement

- Guide self-reflection

- Inform professional development

- Improve leadership quality

Focused attention on principal support and evaluation provides the unique opportunity to redefine and strengthen the larger system of educator quality and effectiveness. Leadership is a complex task requiring a dynamic combination of knowledge, skills, and dispositions to realize a number of outcomes, most important, the educational needs of all students. Positive outcomes are obtained when systems of evaluation have trustworthy information about effective teaching, leading, and learning and are aligned with other systems across the school district. T-PESS, its purposes, and its key priorities, exemplify TEA's commitment to the process of ensuring that this part of the larger system is meaningful, manageable, and operates in a way that is coherent and supportive of leadership effectiveness, school productivity, and student outcomes.

Evaluation Process

The T-PESS process is comprised of a series of ongoing actions and activities (see Figure 1) intended to embody the essence of a reflective and responsive practitioner. Although the T-PESS process results in an annual summary assessment of the principal, it is designed and most effective as a collaborative dialogue that includes annual self-assessment, goal-setting, on-going review, reflection and response to artifacts and data, and regular opportunities to receive constructive feedback, resulting in the improvement and refinement of practice.
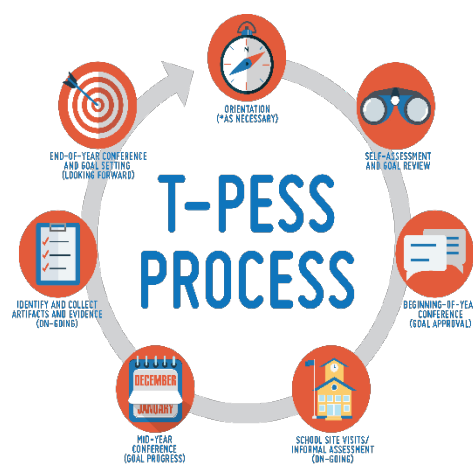

Figure 1: Annual Principal Evaluation

Steps of the Evaluation Process

Step 1: Orientation (As Necessary)

In the first year of implementation, districts provide an orientation for all principals on T-PESS. At this orientation, each principal receives a complete set of materials outlining the district evaluation process, including information such as expectations for participation, process timeline, and guidance on performance measurement.

Each principal should become thoroughly familiar with T-PESS and all of the materials associated with it, including definitions and forms. In subsequent years, orientation must be provided to any principal who is new to the T-PESS system and to all principals when district evaluation policy changes.

Step 2: Self-Assessment and Goal Setting

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 is focused on the principal's individual growth as a professional. Beginning with the 2017 – 2018 school year, principals must also develop 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 energies 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. During the initial implementation of T-PESS, principals will self-assess and draft goals following district orientation on the process. In subsequent years, the start of school provides another opportunity for principals to review and update their self-assessment and adjust goals based on any additional information gathered since the end of the previous year.

Step 3: Beginning-of-Year Conference (Goal Approval)

During the Beginning-of-Year (BOY) Conference, the appraiser and the principal will discuss the principal's completed Self-Assessment and the proposed goals related to professional practice and student growth. As the appraiser and principal reach agreement on the yearly performance goals, they should also decide on what support may be needed to achieve the goals and the artifacts and evidence most appropriate to understanding and determining the principal's progress toward the goals. This discussion may also include a review of the current context of the school and previous practice, as applicable. The principal and appraiser will agree on the data, evidence, and documentation applicable to fairly appraise the principal's goal attainment. The BOY Conference is intended to begin the ongoing yearly dialogue between principal and appraiser to help the principal strengthen effectiveness and build capacity as a leader and to help the appraiser better support and appraise the principal's work.

Step 4: School Site Visits/Informal Assessment (On-Going)

The appraiser will visit the school throughout the year in order to observe the campus environment, interact with teachers and other members of the school community, and to continue to talk with the principal about professional practice and support needed to accomplish the desired goals.

Throughout the year, the principal collects data to monitor progress toward the goals and to gain insight on his/her practice. These data may include the artifacts listed on the rubric; feedback from parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. Data collection is ongoing throughout the evaluation cycle and is not limited to monitoring progress toward the goals. It is hoped that as principals reflect on those areas identified through self-assessment, they will seek both quantitative and qualitative data and artifacts to help them better understand what is or is not working, and why.

Step 5: Mid-Year Conference (Goal Progress)

Approximately halfway through the school year, the appraiser will meet individually with each principal to discuss progress toward the principal's 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 requested by the principal.

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.

Step 6: Identify and Collect Artifacts and Evidence (On-Going)

As the year progresses, the principal will collect data and artifacts to inform review and guide reflection on professional practice and goal progress. As the end of the year approaches, the principal will begin to synthesize data (artifacts and evidence) as specified in his/her performance goals. In addition, principals may collect additional information obtained throughout the evaluation cycle in order to prepare for the End of Year (EOY) Conference*.*

This brief summary of data from the year is not intended to be a portfolio but rather a targeted presentation of artifacts, evidence, and information for consideration to evaluate performance. The principal may be asked to provide the summary evidence to the appraiser in advance of the EOY meeting, as specified in local policy/procedure or requested by the appraiser.

Step 7: End-of-Year Conference and Goal Setting (Looking Forward)

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 appraiser prepares for the meeting by reviewing the artifacts and evidence gathered to-date which allows the appraiser to request additional information, if needed, and to respond appropriately to additional data provided by the principal. Similar to the T-TESS process, the T-PESS EOY Conference will inform the appraiser, who will complete the Summative Rating and Goal Attainment form after having time to review and reflect upon the information provided. The EOY conference and summary assessment is an essential step to ensure that insight gained through the process translates into continuous growth resulting in improved leadership quality.

Evaluation Forms

The T-PESS evaluation forms are merely the vehicle for capturing the essence of the process which includes self-reflection, goal-setting, and on-going professional development. For ease of reference, the following forms are available in electronic form on the TPESS website:

- Self-Assessment using the T-PESS Rubric
- Professional Development Plan:
  - Beginning-of-Year Goal Setting Form
  - Mid-Year Progress Form toward Goal Attainment
  - End-of-Year Goal Attainment Form
- Summary Rating Form

Timeline and Schedule

It is important for districts to consider and establish timelines and schedules (see Table 1 for example) of when specific actions and activities should be completed related to the seven-step process. For example, consider your calendars and make sure that all stakeholders involved with the evaluation of principals know and understand your established schedules and timelines.

Table 1: Example of an estimated timeline for completing the T-PESS process

Sample T-PESS Timeline						
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Prior to the beginning of the school year	During the first 3 weeks of the school year	During the first 6 weeks of the school year	On-going	At or near the end of the 1st semester.	On-going; summary submitted by end of school	Within two weeks of the end of the school year

T-PESS Timeline Sample

The main advantage of a timeline is to increase the fidelity and consistency of the process. The timeline should align with other district calendars and schedules. The table below is an example of an optional planning tool for school districts as they consider the T-PESS process. This sample may not include all actions and activities required by a school district related to the support and evaluation of their principals, but it may provide a starting point for consideration.

Table 2: Sample - Evaluation Process Timeline Guide (optional)

Activity	Timeframe
Orientation	
Self-Assessment & Beginning-of-Year Goal Setting	
Beginning-of-Year Conference	
School Site Visits (On-going)	
Mid-Year Conference (Mid-Year Progress Review /Form)	
End-of-Year Conference	
End-of-Year Goal Attainment Form & Final Evaluation Ratings	

Roles and Expectations

For T-PESS to fulfill the purpose of evaluation and realize the key priorities of the Texas Principal Evaluation Steering Committee, stakeholders need to know and understand their roles and expectations. Stakeholder responsibilities link directly to processes and practices associated with effective implementation and use of any system, specifically T-PESS.

T-PESS Expectations

Principal	Appraiser
☐	☐
☐ Know the Standards	☐ Know the Standards
☐ Understand T-PESS	☐ Participate in training
☐ Gather data & artifacts	☐ Supervise T-PESS
☐	☐

Principal Expectations:

- Know and understand the Texas Principal Standards.

- Participate in orientation to understand and implement T-PESS.

- Engage in process of on-going self-reflection to better understand strengths and areas for improvement and make decisions to build capacity.

- Prepare for participation in the **Beginning-of-Year Conference**, including self-assessment, identification of performance goals, and development of a goal setting and professional development plan (GSPD).

- Gather data, artifacts, and evidence to reflect on impact, request support, and demonstrate progress in relation to standards and attainment of goals.

- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

- Prepare for participation in the **Mid-Year Conference,** and the **End-of-Year Conference.**

- Draft goal(s) for the subsequent year based on the final evaluation.

Appraiser Expectations:

- Know and understand the Texas Principal Standards.

- Participate in professional development to understand and implement T-PESS.

- Commit to growth-oriented supervision and ensure that all steps are conducted with fidelity to the T-PESS process and philosophy.

- Engage in regular and on-going dialogue with principals through a combination of site visits and personal interaction.

- Review the principal's strengths and areas for improvement in order to provide more meaningful and effective coaching and support.

- Ensure that the content of the Summative Annual Appraisal Report contain information that accurately reflects the principal's performance.

- Understand the context and environment in which the principal must work and leverage skills and knowledge required to implement T-PESS to benefit leadership improvement and school performance.

- Effectively facilitate **Beginning-of-Year, Mid-Year,** and the **End-of-Year Conferences**.

Texas Principal Standards

The Texas Principal Standards have been developed and used in T-PESS in accordance with Chapter 149 of the Texas Administrative Code. The standards imply what skills and knowledge principals should have to improve school productivity and increase student achievement and outcomes. When principals use the standards as a guide, they will have the opportunity to continually reflect upon and improve their effectiveness as leaders throughout all stages of their careers. Although there are many influences on a school leader's development, these standards will serve as an important tool for principals as they consider their growth and development as executives leading schools in the 21st century.

Standard 1 – Instructional Leadership: *The principal is responsible for ensuring every student receives high-quality instruction.*

Effective principals prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research. They implement a rigorous curriculum aligned with state standards. They analyze the curriculum to ensure that teachers align content across grades and that those curricular scopes and sequences meet the particular needs of their diverse student populations. They model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans. They dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade level, PLC, or team meetings.

In schools led by effective principals (instructional leaders), data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and in classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

Indicators

Rigorous and aligned curriculum and assessment
1a. The principal implements rigorous curricula and assessments aligned with state standards, including college and career-readiness standards.

Effective instructional practices
1b. The principal develops high-quality instructional practices among teachers that improve student performance.
Data-driven instruction and interventions

1c. The principal monitors multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.

Maximize learning for all students

1d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Standard 2 – Human Capital: *The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.*

Effective principals focus on key issues related to human capital. They treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff. They ensure all staff members have clear goals and expectations that guide them and by which they are assessed. They are strategic in selecting and hiring candidates whose vision aligns with their school's vision and whose skills match the school's needs. They ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, coaching, and schoolwide supports so that teachers know how they are performing. They facilitate professional learning communities to review data and support development. They create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on their leadership team. They use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

In schools with effective principals, faculty and staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness and improvement across years, as development and retention efforts take effect. Across the school, faculty and staff support each other's development through regular opportunities for collaboration.

Indicators

Targeted selection, placement, and retention

2a. The principal selects, places, and retains effective teachers and staff.

Tailored development, feedback, and coaching

2b. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

Staff collaboration and leadership

2c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Systematic evaluation and supervision

2d. The principal conducts rigorous evaluations of all staff using multiple data source.

Standard 3 – Executive Leadership: *The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.*

Effective principals take personal responsibility for the success of the school. They motivate the school community by modeling a relentless pursuit of excellence. They are reflective in their practice and strive to continually to improve, learn, and grow. They acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward. They keep staff inspired and focused on the end goal even as they support effective change management. They have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences. They are willing to listen to others and create opportunities for staff and stakeholders to provide feedback. They treat all members of the community with respect and develop strong, positive relationships with them.

Effective principals build a supportive and adaptive context for identifying the right work, sustaining improvement, managing change, and emphasizing leadership practices positively associated with student achievement. Waters and Cameron (2007) suggest that:

> *"Everything that happens in a school happens within the context of a community. School communities are comprised of students, parents, teachers and other school staff members, central office administrators and support personnel, the school board, other social agencies, and businesses. The more this diverse community is able to coalesce around shared purposes, the more sustainable and effective the school's change efforts will be."*

The impact of principal leadership on school productivity, instructional quality, and student achievement is instrumental in developing a purposeful community. Accordingly, a first priority of school leaders is to work with teachers and key community leaders to develop and maintain a strong, intentional, and purposeful community.

Indicators

Resiliency and change management
3a**.** The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

Commitment to ongoing learning
3b. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

Communication and interpersonal skills
3c**.** The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

Ethical Behavior
3d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates the moral imperative to educate all children and follows practices and procedures of his or her respective district.

Standard 4 – School Culture: *The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.*

Effective principals leverage the schools' culture to drive improved outcomes and to create high expectations. They establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. They establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. They focus on students' social and emotional development and help students develop resiliency and self-advocacy skills. They treat families as key partners to support student learning, creating structures for two-way communication and reporting regular updates on student progress. Regular opportunities exist for both families and the communities to engage with the schools and participate in school functions.

In schools with effective principals, the staff believes in and is inspired by the school vision and has high expectations for all students. Staff members takes responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home.

Indicators

Shared vision of high achievement
4a. The principal develops and implements a shared vision of high expectations for students and staff.

Culture of high expectations
4b. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

Intentional family and community engagement
4c. The principal engages families and community members in student learning.

Safe school environment
4d. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

Discipline
4e. The principal uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Standard 5 – Strategic Operations: *The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.*

Effective principals assess the current needs of their schools, reviewing a wide range of evidence to determine the schools' priorities and ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans. With their leadership teams, they regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. They develop a year-long calendar and daily schedule that strategically use time both to maximize instructional time and create regular time for teacher collaboration and data review. They are deliberate in the allocation of resources (staff time, dollars, and tools), aligning them to the school priorities and goals, and they work to access additional resources as needed to support learning. They treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

In schools with effective principals, faculty and staff have access to resources needed to meet the needs of all students. Staff understands the goals and expectations for students, has clear strategies for meeting those goals, and has the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff members participates in formal development opportunities that build the capacity to identify and implement strategies aligned to their school's improvement goals.

Indicators

Strategic planning
5a. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

Maximized learning time
5b. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

Tactical resource management
5c. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

Policy implementation and advocacy
5d. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

T-PESS Rubric Design

The T-PESS rubric was developed to align with and exemplify the Texas Principal Standards. The rubric serves as the foundation of T-PESS. It should be used throughout the process to inform principal practice and monitor progress toward consistently using practices that leadership research has identified as necessary to improve instructional quality and school productivity, and increase student achievement. The Texas Principal Evaluation Steering Committee applied a unique theory of action to the design of the rubric. As a result, the T-PESS rubric personifies a formative, growth-oriented approach to leadership assessment.

The rubric consists of four main components as seen in Figure 2.

Each standard is formatted as follows:

- **Performance Standard**: The broad category of the principal's knowledge and skills
- **Indicator**: A part or aspect of the standard, especially one that is essential or characteristic to overall intent and meaning of the standard
- **Performance Level**: A classification or ranking of performance based on generalized descriptors related to knowledge, skills, and dispositions of performance
- **Performance Descriptors**: An item or term that has the function of describing or identifying knowledge, skills, and dispositions that are intended to describe leadership

Figure 2: T-PESS rubric components

Performance Levels

The following levels will be used:

Distinguished: Principal consistently and significantly exceeded proficiency on standard(s) of performance. Direct comment is required.

Accomplished: Principal exceeded proficiency on standard(s) of performance most of the time.

Proficient: Principal demonstrated competent performance on the standard.

Developing: Principal demonstrated adequate growth toward achieving standard(s) during the period of performance but did not demonstrate proficiency on standard(s) of performance.

Not Demonstrated/Needs Improvement: Principal did not demonstrate competence on achieving standard(s) of performance. Direct comment is required.

Performance Indicators

Each standard is supported by four or five indicators. Each indicator provides general expectations for what knowledge and skills the principal should have to meet the performance expectations of the standard. The descriptors that describe and differentiate the leadership practices are detailed horizontally across the rating scale. Figure 3 illustrates how the performance indicators (leadership practices) are emphasized across the rating scale.

Figure 3: Horizontal alignment of leadership practices

Performance Descriptors

The descriptors detailed in each performance level of T-PESS address the inadequacies of previous evaluation systems that lacked the specificity to differentiate performance across ratings. (Weisberg, Sexton, Mulhern, & Keeling, 2009) Each indicator within each standard includes descriptors (leadership practices) that are associated with evidence-based research (Marzano, Waters, & McNulty, 2005) and principal competencies stressed in nationally recognized leadership standards (ISLLC, 2008).

Research-based Responsibilities and Practices

To further strengthen T-PESS, the Steering Committee used research on effective school-level leadership (Waters & Cameron, 2007; Marzano et al., 2005; Waters, Marzano, & McNulty, 2003). Results from the study identified 21 specific leadership responsibilities and 66 associated practices that have a statistically significant link between principal leadership and student achievement.

The 21 leadership responsibilities have been strategically placed in a framework that simplifies the complex and demanding job of the principal. The framework helps principals to *select the right work*, *effectively manage change* to implement strategic initiatives and priorities, and build resilient, *purposeful communities* of practice that contribute to improving student outcomes. The 21 leadership responsibilities are used in T-PESS to anchor principal practices to the Texas Principal Standards.

Table 3: Research-Based Leadership Responsibilities and Practices

Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices			
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Responsibility	Avg. r	The extent to which the principal…	Associated Practices
Affirmation	.19	Recognizes and celebrates school accomplishments and acknowledges failures	• Systematically and fairly recognizes the accomplishments of teachers and staff • Systematically and fairly recognizes and celebrates the accomplishments of students • Systematically and fairly recognizes the failures of and celebrates the accomplishments of the school as a whole
Change agent	.25	Is willing to and actively challenges the status quo	• Consciously challenges the status quo • Is willing to lead change initiatives with uncertain outcomes • Systematically considers new and better ways of doing things • Consistently attempts to operate at the edge versus the center of the school's competence
Communication	.23	Establishes strong lines of communication with teachers and among students	• Is easily accessible to teachers and staff • Develops effective means for teachers and staff to communicate with one another • Maintains open and effective lines of communication with teachers and staff

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Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices

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Responsibility	Avg. r	The extent to which the principal…	Associated Practices
Contingent rewards	.24	Recognizes and rewards individual accomplishments	• Uses performance versus seniority as the primary criteria for rewards and recognition • Uses hard work and results as the basis for rewards and recognition • Recognizes individuals who excel
Culture	.25	Fosters shared beliefs and a sense of community and cooperation	• Promotes a sense of well-being among teachers and staff • Promotes cohesion among teachers and staff • Develops an understanding of purpose among teachers and staff • Develops a shared vision of what the school could be like • Promotes cooperation among teachers and staff
Discipline	.27	Protects teachers from issues and influences that would detract from their teaching time or focus	• Protects instructional time from interruptions • Protects/shelters teachers and staff from internal and external distractions
Flexibility	.28	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	• Is comfortable with making major changes in how things are done • Encourages people to express diverse opinions contrary to those held by individuals in positions of authority • Adapts leadership style to the needs of specific situations • Is directive or non-directive as the situation warrants
Focus	.24	Establishes clear goals and keeps those goals in the forefront of the school's attention	• Establishes high, concrete goals and expectations that all students meet them • Establishes high, concrete goals for curriculum, instruction, and assessment practices within the school • Establishes high, concrete goals for the general functioning of the school • Continually keeps attention on established goals
Ideals and beliefs	.22	Communicates and operates from strong ideals and beliefs about schooling	• Possesses well-defined beliefs about schools, teaching, and learning • Shares beliefs about school, teaching, and learning with the teachers and staff • Demonstrates behaviors that are consistent with beliefs
Input	.25	Involves teachers in the design and implementation of important decisions	• Provides opportunities for teacher and staff input on all important decisions • Provides opportunities for teachers and staff to be involved in developing school policies • Uses leadership teams in decision-making

Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices

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Responsibility	Avg. r	The extent to which the principal…	Associated Practices
Intellectual stimulation	.24	Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	• Keeps informed about current research and theory on effective schooling • Continually exposes teachers and staff to cutting-edge research and theory on effective schooling • Fosters systematic discussion regarding current research and theory on effective schooling
Involvement in curriculum, instruction, and assessment	.20	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	• Is directly involved in helping teachers design curricular activities and address assessment and instructional issues
Knowledge of curriculum, instruction, and assessment	.25	Is knowledgeable about current curriculum, instruction, and assessment practices	• Possesses extensive knowledge about effective curricular, instructional, and assessment practices • Provides conceptual guidance regarding effective classroom practices
Monitor and evaluate	.27	Monitors the effectiveness of school practices and their impact on student learning	• Continually monitors the effectiveness of the school's curricular practices • Continually monitors the effectiveness of the school's instructional practices • Continually monitors the effectiveness of the school's assessment practices • Remains aware of the impact of the school's practices on student achievement
Optimize	.20	Inspires and leads new and challenging innovations	• Inspires teachers and staff to accomplish things that might be beyond their grasp • Is the driving force behind major initiatives • Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things
Order	.25	Establishes a set of standard operating procedures and routines	• Provides and reinforces clear structures, rules, and procedures for teachers and staff • Provides and reinforces clear structures, rules, and procedures for students • Establishes routines for the effective running of the school that teachers and staff understand and follow
Outreach	.27	Is an advocate and spokesperson for the school to all stakeholders	• Ensures the school complies with all district and state mandates • Is an advocate of the school with the community at large • Is an advocate of the school with parents • Is an advocate of the school with central office

Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices			
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Responsibility	Avg. r	The extent to which the principal…	Associated Practices
Relationships	.18	Demonstrates awareness of personal aspects of teachers and staff	• Is informed about significant personal issues within the lives of teachers and staff • Maintains personal relationships with teachers and staff • Is aware of the personal needs of teachers and staff • Acknowledges significant events in the lives of teachers and staff
Resources	.25	Provides teachers with materials and professional development necessary for the successful execution of their jobs	• Ensures that teachers and staff have the necessary materials and equipment • Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching
Situational awareness	.33	Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems	• Is aware of informal groups and relationships among teachers and staff • Is aware of the issues in the school that have not surfaced but could create discord • Accurately predicts what could go wrong from day to day
Visibility	.20	Has quality contacts and interactions with teachers and students	• Makes systematic and frequent visits to the classroom • Is highly visible to students, teachers, and parents • Has frequent contact with students

Principal Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to do something effectively and efficiently--in this case, implement T-PESS. According to McREL's learning taxonomy (Waters & Cameron, 2007), factual knowledge is simply "knowing" content. Experiential knowledge is the knowledge one gains from understanding; it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put his or her accumulated knowledge into a series of steps that, if followed, will lead to effective practice.

There are many competencies embedded within the descriptors in the T-PESS rubric. These competencies are adapted from the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC, 2008) school leadership standards developed by the Council of Chief State School Officers (CCSSO). The principal may or may not personally possess all of these competencies but must ensure that a team is in place on his or her campus that not only possesses them effectively and efficiently. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies can be applied to multiple standards and indicators and are essential to principals' success as school leaders. The competencies are listed to emphasize their importance and to strengthen T-PESS.

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, and maintains information needed to achieve school or team objectives.
- **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – Sees students as customers of the work of schooling, understands the servant nature of leadership, and acts accordingly.
- **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.
- **Dialogue/Inquiry** – Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges, or bad relationships that are hindering school performance.
- **Emotional Intelligence** – Is able to manage oneself through self-awareness and self-management and manage relationships through empathy, social awareness, and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
- **Environmental Awareness** – Becomes aware of and remains informed about external and internal trends, interests, and issues with potential impacts on school policies, practices, procedures, and positions.
- **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.
- **Judgment** – Effectively reaching logical conclusions and making high-quality decisions based on available information; giving priority and caution to significant issues; analyzing and interpreting complex information.
- **Organizational Ability** – Effectively plans and schedules one's own work and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.
- **Responsiveness** – Does not leave issues, inquiries, or requirements for information go unattended; creates a clearly delineated structure for responding to requests/situations in an expedient manner.
- **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- **Sensitivity** – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict; knows what information to

communicate and to whom; relates to people of varying ethnic, cultural, and religious backgrounds.

- **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems, and external stakeholders and applies that understanding to advancing the achievement of the school or team.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.
- **Visionary** – Encourages "imagineering" by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

Implementing T-PESS
Appraiser Training

Before implementing the T-PESS process, principal supervisors must receive T-PESS Appraiser Training by a TEA-approved training provider. TEA uses its system of Regional Education Service Centers to provide the training and support necessary to make T-PESS meaningful, manageable, and productive. Each Regional Education Service Center has identified a cadre of professional staff who have received facilitator training, undergone quality assurance, and been authorized to deliver T-PESS to school districts located in their geographic region.

This system of support and the required training process helps ensure everyone has the same declarative and procedural knowledge to effectively implement the evaluation process. Well-trained and knowledgeable users help ensure the system is implemented with fidelity and the results are reliable.

Orientation

Orientation is an important step in the process of implementing and maintaining the intensity and fidelity of T-PESS. This precursor to the annual evaluation process is intended for all principals who are new to T-PESS, or new to the district, and whenever changes are made to district appraisal processes. The orientation session should be conducted to fit a school district's calendar. For example, it can be conducted as a large group session, delivered in smaller group settings, or provided individually. Orientation is an essential step in the process because it:

- Provides the principal with concise and accurate information regarding T-PESS;
- Ensures that all appraisers and principals understand their roles and responsibilities;
- Details the T-PESS process and provides a specific timeline for when required actions and activities are due;
- Addresses and communicates any regulations and policies that govern principal evaluation;
- Explains how performance will be measured.

At orientation, each principal should receive a complete set of materials and become thoroughly familiar with T-PESS and all of the materials associated with it, including definitions and forms.

Self-Assessment and Review of Goal Setting

The inclusion of self-assessment as a step in the principal evaluation process is a powerful technique to build principal capacity. Self-assessment provides principals the opportunity to revisit feedback received previously from peers and appraisers and to consider how their current practice fulfills the need for knowledge and skills implied by the Texas Principal Standards and detailed within the evaluation rubric. Ross and Bruce (2005) provided several primary advantages and outcomes resulting from using self-assessment in teacher performance that can be applied and used by principals and their appraisers. The primary advantages of completing and using a self-assessment include:

1. Principals are able to modify and clarify their definition of excellence. Because the rubric provides a scaffolding of knowledge and skills, principals can identify specific practices with which to compare their performance against expected performance measures.
2. The rubric provides clear descriptors of performance, and the Self-Assessment assists with identifying discrepancies between actual and desired performance.
3. The self-assessment process guides the principal and his or her appraiser in selecting improvement goals by providing clear standards of leadership and opportunities to find gaps between desired and actual practices. It is within this analysis and ongoing conversation between the principal and the appraiser that immediate and realistic goals can be monitored and supported throughout the evaluation cycle.
4. The self-assessment process, particularly the rubric, facilitates communication between the principal and the appraiser by providing them with a common language for talking about instruction, models of professional practice, and the various levels of performance associated with the rating scale.

The self-assessment and goal review process is intended to facilitate collaborative conversations between the principal and appraiser through which a common understanding of professional practice and performance expectations is developed. The Self-Assessment is intended as a tool for formative review to enhance collaborative, not confrontational or combative, conversations between the principal and appraiser.

Completing the Self-Assessment

Engaging in and completing the Self-Assessment is time well spent. Typically, this process takes about an hour, depending on the principal's experience using T-PESS. As they self-assess, principals should reflect on their past performance in determining how well they know and have performed the leadership practices characterized by the descriptors within each standard. Through this review, principals should identify those aspects of practice that are strengths and those that have been more challenging for them. In addition, thinking about past feedback the principal has received from appraisers, supervisors, and colleagues will be helpful in framing thoughts about performance.

Instructions: Each year principals should assess their own performance using the T-PESS self-assessment rubric in order to take stock of their current level of practice and in preparation for the Beginning-of-Year (BOY) Conference. The appraiser may also complete this as a pre-assessment. Local policy/procedures will outline the expectations for principal and appraiser completion of the BOY assessment process. For example, local policy/procedure will determine if the principal is to submit the Self-Assessment to the appraiser prior to the BOY conference. This self-assessment will serve as the basis for establishing professional growth goals.

To complete the self-assessment process, the participants will do the following:
- Review the Principal Standards which serve as the foundation of the T-PESS rubric.
- Read the specific standard carefully and then review the given indicator.
- In most cases, consider two or more performance capacities that are considered under each indicator.
- Start in the Developing column and read the descriptors moving from right to left on the rubric. If the practices listed in the Developing column describe the principal's performance throughout the year, mark the box beside the indicator. There should be evidence to support this decision.
- Next, move directly to the left to the Proficient column along the same row. If the practice describes the principal's performance throughout the year, mark the box beside the descriptor and move on the Accomplished, and Distinguished categories for each indicator within the principal evaluation rubric using the same process. There should be evidence that supports the designation of a performance level.
- Move to the left within each row on the rubric to see the standards for performance increase in skill and complexity as you move to the left within each row on the rubric.
- Complete this process for each of the skill areas identified within the specific standard.

For Self-Assessment:

Figure 4: Process and example of completing the Self-Assessment

To help principals with this process, it is recommended that principals use a learning taxonomy to help guide an accurate and reflective analysis of their performance (McREL, 2005). As principals read through and mark the individual descriptors within each standard, they should consider:

1. What they know about the knowledge, skills, and dispositions inferred about the descriptor (Declarative Knowledge)
2. How they specifically meet the expectations of that descriptor (Procedural Knowledge) and what artifacts and evidence would substantiate their performance
3. When would they have applied the skills and strategies inferred about the descriptor (Contextual Knowledge)
4. Why the skills and knowledge inferred by the descriptor are important for student success (Experiential Knowledge)

The annual self-assessment provides a yearly baseline for performance that is revisited throughout the year.   Once the annual self -assessment is completed at the beginning of the year, the principal may then return to the document throughout the year to capture on-going reflection and progress. The online forms provide a place for the principal and appraiser to capture notes and evidence pertaining to the rubric and related growth. The Self-Assessment is intended to be an authentic process that captures the progressive nature of development as a professional and keeps performance improvement at the forefront of conversations between the principal and appraiser.

Additionally, it is not necessary to complete the rubric for every standard beyond the initial required instance if the Self-Assessment is used multiple times throughout the year. It is good practice for principals to complete periodic self-assessments using the rubric, although a minimum of one complete self-assessment is required. It is recommended that a complete self-assessment occur at or near the beginning of the school calendar year.

Goal Setting and Professional Development Planning (GSPD)

The Professional Development Plan is an essential part of the principal evaluation process (McGreal, 1983). Goal setting, progress monitoring, and goal attainment, as part of a professional development cycle, is the continuous process of acquiring and refining the knowledge and skills necessary to execute the educational and instructional practices required to improve student achievement. The process of planning and goal setting focuses principals and supervisors on improving and refining practice (Dean, Stone, Hubbell, & Pitler, 2012). The professional development planning process requires a collaborative effort between the appraiser and principal to implement plans, monitor progress toward goals, and eventually determine goal attainment.
The T-PESS Goal-Setting and Professional Development Planning (GSPD) Cycle involves three phases:

1. Beginning-of-Year Goal Setting and implementation of plan
2. Mid-Year Progress toward Goal Attainment and on-going implementation of plan
3. End-of-Year Goal Attainment review and future planning

Beginning-of-Year Goal Setting

When principals use the rubric to self-assess at the beginning of the year, they have a clear idea of the highest priority areas on which to base improvement goals (Marshall, 2009; Ross & Bruce, 2005). Principals will be more likely to persist if they adopt goals based on an authentic self-assessment with unambiguous outcomes that are moderately difficult and achievable in the near future.

Principals must 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 result of the principal's self-assessment is one source of data from which to identify goal opportunities (see Figure 5). Other data sources on which to base improvement goals *may* come from campus improvement plans, district strategic priorities, campus data, and past feedback from peers and appraisers.

Figure 5: Goal Opportunity identified from the Self-Assessment

An example of a goal to improve a specific leadership practice might read, "Improve the quality of contacts and interactions with teachers and students for the 20XX school year as measured by the teacher working conditions survey and student engagement survey." Regardless of the focus, determining the goal will require the principal and appraiser to consider:
- the standard(s) and indicator(s) in the Texas Principal Standards that will be addressed by the goal;
- strategies and actions the principal will engage in to accomplish the goal;
- expected measurable outcome(s) (In other words, how will we measure progress toward the goal and, ultimately, goal attainment? What artifacts and evidence will need to be produced to demonstrate progress toward the goal and goal attainment?);
- a specific timeline for benchmarks and milestones related to progress toward the goal and goal attainment; and
- reasonable resources that may be required to accomplish the goal.

An example of a goal to improve student performance might read as follows in the Goal Setting form:

Professional Practice Goal

Professional Practice Goal:
I will strengthen my capacity to support and evaluate the effectiveness of implementation of new curriculum to ensure all students have access and teachers have time to teach the curriculum.

Texas Principal Standard(s) and Indicator(s) to be Addressed:
Standard 1 Indicator A: Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum

Strategies and Actions:
Bi-monthly PLC meetings with grade-level math teachers
Quarterly benchmarking with other district high schools

Expected Measurable Outcomes:
Improved unit design, Use of common instructional planning template, Development of formative assessments

Timeline for Achieving Goal:
Submission of unit plan – quarterly, Submission of formative assessments – quarterly

Resources Needed:
Coverage for ninth-grade teachers for planning and development – four days total

Comments:

Student Growth Goal

Figure6: Example of a principal goal

It is strongly encouraged to set improvement goals using the SMART criteria. (O'Neill, Conzemius, Commodore, & Pulsfus, 2006) The acronym "*SMART*" embodies the fundamental practices necessary for achieving increased motivation and improving the odds that one will actually accomplish a given set of goals. The Goal Setting Form (see Figure 6 for an example of a performance goal) is designed in such a way as to emphasize setting goals using the SMART criteria.

- *Specific* – target a specific area for improvement
- *Measurable* – quantify or at least suggest an indicator of progress
- *Achievable* – specify who will do it
- *Realistic* – state what results can realistically be achieved, given available resources
- *Time-related* – specify when the result(s) can be achieved

Goal Focus and Duration

Setting goals in T-PESS should not force principals and principal supervisors into an inauthentic, short-term focus. Educational goals frequently exceed the limit of a school year and may need to carry over to subsequent years. Although progress on any given goal will be examined and rated each year, it is strongly encouraged that goals capture implementation and outcomes outside of single-year snapshots. For example, a goal could focus on certain actions in year one, knowing that years two, three, and beyond allow for additional actions to continuously improve campus practices related to the main goal.

T-PESS seeks to accommodate the complexity of the change process and the reality that, in some cases, goal attainment cannot be constrained to a single school year. For a goal that has a multi-year approach, principals could maintain that goal as their T-PESS goal beyond a single year.
Principal supervisors and principals should collaboratively determine what is best for the growth of the principal, the campus, and the students when determining whether or not to continue with a single goal for multiple years.

Beginning-of-Year Conference and Goal Approval

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 principal's Self-Assessment and the principal's proposed goals. The primary purpose of the ***Beginning-of-Year Conference*** is to give the principal and the appraiser an opportunity to discuss professional practice in relation to the five principal standards.

In preparation for the BOY Conference:
- The principal will submit (1) a copy of his or her completed Self-Assessment and (2) his or her draft goals – one for professional practice and one for student growth.
- The appraiser will review (1) the results of the principal's Self-Assessment and the previous year's summary ratings (if a continuing principal) and (2) the principal's draft goals.

During this meeting, it is recommended that the principal and the appraiser:

1. Discuss principal practice in relation to the principal's Self-Assessment and, if a continuing principal, summary ratings from the previous year's evaluation. This dialogue is not intended for the principal and appraiser to contend or dispute the results of the Self-Assessment but rather to discuss learning as it applies to district-adopted models of professional practice and the Texas Principal Standards. Any differences in perception of performance should be viewed as an opportunity to better understand the other person's viewpoint and how their interpretation of data supports that view.
2. Finalize goals for the year by:
   a. Reviewing the elements and/or standards to be addressed;
   b. Clarifying the types and sources of artifacts and evidence to support performance;
   c. Reviewing any state or local policy that may pertain to the professional development and the evaluation of principals; and
   d. Signing and dating the Beginning-of-Year Goal Setting Form.

Monitoring, evaluating, and providing constructive feedback on the progress and attainment of individual performance goals must occur throughout the course of the evaluation cycle. Crucial points during the year, however, provide opportunities to formally address progress and take corrective actions when necessary. Formal opportunities to address the Professional Development Plan occur at the ***Beginning-of-Year Conference***, at the ***Mid-Year Conference***, and at the ***End-of-Year Conference.***

Data Collection and Site Visits

Throughout the year, the principal will collect the data agreed upon at the ***Beginning-of-Year Conference***. These data may include the artifacts listed for each standard on the rubric, feedback from parents, students, and the school community, documentation of professional development completed during the year, and other data to document the achievement of performance goals. The appraiser will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community. Data collection will happen throughout the evaluation cycle. The frequency, duration, and type of data collection methods must be reasonable and manageable for both the principal and the appraiser and are generally determined by local policy and negotiated agreement.

Mid-Year Conference and Goal Progress Review

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 the principal is making on his or her professional goals. Key information discussed and decisions made during the conference are captured on the MOY Conference form. (Figure 7) Reviewing progress allows for continuing dialogue within the context of the standards, indicators and the principal's performance goals. Additionally, this conference offers the opportunity to modify goals should the need arise. The timeline for conducting this conference should be held near the mid-point of the annual evaluation cycle which, depending on the school calendar, would likely be sometime in December or January, however, district policy and timelines will determine the preferred timeframe.

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

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

Figure 7: Example of the Mid-Year Progress Form completed for one goal

The appraiser should review and provide feedback regarding the progress towards achieving the goals and provide a brief narrative for each goal established in the professional development plan. Signatures are required to complete the Mid-Year Progress Toward Goal Attainment Form.

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. Reviewing 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.

Collection and Summary of Artifacts and Evidence

As the year comes to a close, the principal should process 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.** The school leader should 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.

End-of-Year Conference and Goal Review

A meaningful **End-of-Year Conference** requires thoughtful preparation by the appraiser. Appraisers must carefully consider the key questions to be addressed and be very familiar with previously received data so as to be able to fully appreciate any additional information presented during the conference. The purpose of the **End-of-Year Conference** is for the principal and the appraiser to engage in a discussion of the principal's performance throughout the year and the impact of the principal's work, especially as it relates to achieving the goals set for that year. It provides an opportunity for the principal to ensure that the appraiser has a comprehensive understanding of the artifacts and evidence collected throughout the year.

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.**

After the conference, the appraiser will be able to reflect on the entire year, including the information presented in the **End-of-Year Conference**, to determine final ratings. If the appraiser has been communicating regularly and candidly with the principal all year, the final ratings and goal attainment determination should contain no surprises.

Summative Annual Appraisal Report

The formative process of T-PESS will result in summary ratings. Summary ratings are derived from quantitative, qualitative, and antidotal data collected through meetings with the principal, submission and evaluation of artifacts and evidence related to performance goals, and the fulfillment of the practices detailed in the rubric. The appraiser carefully considers all the data submitted including any information received during the **End-of-Year Conference** and accurately marks final ratings on the Summary Rating Form (Figure 8) and the End-of-Year Goal Attainment Form (Figure 10).

When completing the Summary Rating Form, the appraiser will:
1. Give a rating for each indicator contained in the standards.
2. Make a written comment on any indicator marked Not Demonstrated/Needs Improvement and for any indicator marked Distinguished.
3. If required by the local district, give an overall rating for each standard based on the indicator ratings *(Please see the section on Final Indicator Ratings below)*
4. Provide the principal with the opportunity to add comments and/or attach written comments to the Summary Rating Form.

Summary Rating Form.

Example of a section of the Summary Rating Form

Rating the Performance Standards

The rubric is rated using a cumulative and additive method. Final ratings for each element are determined   by the data collected from all site visits conducted during the annual evaluation cycle, by artifacts collected and submitted, and by other evidence that may be required by a school district as part of the evaluation of principals. Appraisers will determine the final ratings based on the scoring rule similar to scoring the rubric.

Figure 9: Cumulative additive scoring method to determine final indicator ratings

Review of the Rating Rule:

- To receive a specific rating for an indicator, the principal must have received at least one check during the course of the evaluation cycle on ALL the descriptors in that category and ALL the descriptors in the previous category, taking into account all observations of the principal.
- If the principal has not met the minimum requirements (check marks for all the descriptors in the Developing category at some point during the evaluation cycle), then his or her rating would be considered Not Demonstrated, which requires a narrative from the appraiser stating the reason for the rating.
- The summary rating scoring method is consistent with scoring the evaluation rubric.

End-of-Year Goal Attainment Form

After completion of the Summary Rating Form, the appraiser will use the End-of-Year Goal Attainment Form (see Figure 10) to determine if the principal accomplished his or her improvement goals detailed on the Professional Development Plan from the beginning of the school year. The appraiser then uses the End-of-Year Goal Attainment Form to provide a very brief narrative of the outcomes related to goal attainment and obtain the appropriate signatures.

Figure 10: Example of the End-of-Year Goal Attainment Form

The End-of-Year Goal Attainment Form is structured as a rubric that offers appraisers and principals an opportunity to better understand the impact of the principal's actions as they relate to the depth and degree to which the goal was achieved and more importantly, to encourage the application of insights gained from one year to the next in order to build enhanced leadership capacity.

Due to the pace of the work, educators often feel pressured to move on to the next project without designating time to reflect on the lessons gleaned from the current work. It is, however, during that reflection when experience and insight is translated into expanded professional capacity. The T-PESS process, including the goal review and attainment process, seeks to encourage that reflection.

In order to achieve the intended purpose of the process, it is essential that principals and appraisers maintain both short-term and long-term perspectives in the pursuit of personal growth and goal attainment. The T-PESS process respects the dynamic nature of leadership and the necessity to set and accomplish significant goals related to school productivity and student achievement, which sometimes requires a multi-year plan to achieve. Respecting the effort and the process necessary to achieve significant goals requires recognition and credit toward goal attainment.

Discrepancy in performance perception: Due to the dynamic and complex nature of leadership in schools, compounded by the fact that time is a limited resource to appraisers, there will be times when there is disagreement on the formative and summative scores principals receive during data collection. In such cases, the presentation of artifacts and/or evidence could support a certain rating. Using artifacts and evidence in this way helps stimulate productive conversations about best practice, allowing the principal to explain and substantiate his or her performance and the advisor to review the depth and quality of work and clarify performance expectations.

Final Indicator Ratings

Districts have multiple options when determining End-of-Year appraisal ratings for principals. Districts can keep the ratings disaggregated and provide individual ratings for principals for each of the 21 indicators in the T-PESS rubric and for each individual goal, including student growth. For districts that adopt this method for summative ratings, the weights in the chart below do not apply because weights **are not needed** with disaggregated ratings.

For districts that decide to provide principals a single overall summative rating, the weights in the table below indicate how the different components of T-PESS should be considered based on a principal's tenure leading the campus in question. This phase-in process acknowledges the limitations of a principal's influence on student growth or progress during his or her first year on a campus. Although a principal's influence can begin to reach classrooms and affect student outcomes during that first year, a student growth rating may not be a reliable indicator of principal effectiveness. By the third year of a principal's tenure on a campus, the principal should have full ownership of student growth or progress results, and from that year forward, student growth would count for 20% of the principal's evaluation rating.

For Districts Calculating a Single Summative Rating

For Districts Calculating A Single Summative Rating

Experience as principal on current campus	Rubric	Practice Goal(s)	Student Growth Goal
0 years	70%	30%	0%
1 year	70%	20%	10%
2 or more years	60%	20%	20%

Final Evaluation Conference (*Optional*)

Once the appraiser has completed the Annual Summative Appraisal Report and End-of-Year Progress Form, a final conference **may be** scheduled between the principal and the appraiser, **but it is not required**.

A final evaluation conference, *if conducted, should include:*

  a. Reviewing the completed Annual Summative Appraisal Report and the progress toward accomplishing improvement goals
  b. Securing the principal's signature on the Annual Summative Appraisal Report.

This meeting brings closure to the current year's evaluation process yet continues the ongoing dialogue about principal practice and goals for the coming year.

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Glossary

Artifact is a product resulting from a principal's/assistant principal's work. Artifacts are natural by-products 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

Acknowledgements

Many educational professionals and support staff contributed their time and expertise to this evaluation and support system. The authors express their gratitude to Texas Principal Evaluation Steering Committee members for their support and participation in the development efforts that led to the creation of the instrument and auxiliary support materials.

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Version 3.0 May 2017

Guidance on Student Growth in T-PESS

<u>Overview</u>

Beginning with the 2017-2018 school year, student growth will become a component in principal appraisal within the commissioner's recommended principal appraisal system, the Texas Principal Evaluation and Support System or T-PESS.

The requirement of a student growth goal in T-PESS is in addition to the requirement for a practice goal. Principals, in conjunction with their end-of-year conference, will establish a practice goal targeting an area for professional growth aligned with the T-PESS rubric and will establish a student growth goal that targets year-over-year improvement in student performance.

This non-regulatory guidance seeks to support T-PESS districts as they make determinations about student growth in T-PESS. Districts are encouraged to consider their local contexts when shaping their approach to student growth in principal appraisal.

<u>Purpose</u>

T-PESS was developed as an appraisal process that engages principals in a cycle of continuous improvement. T-PESS seeks to:

- Create a shared understanding of what principals should seek to know and be able to do
- Increase the frequency and quality of collaborative and coaching conversations between principals and their appraisers
- Strengthen habits of reflection, self-assessment, and adjustment on the part of principals
- Strategically sequence development opportunities for principals

When considering student growth within T-PESS, the intended purpose is the same. Student growth also seeks to provide feedback to principals and their appraisers that capture where principals are in their practice in order to pinpoint strengths and areas for development.

The inclusion of a student growth measure allows principals to focus on a particular area of concern as it relates to student performance, capture strategies and actions that should lead to improvement in that area, and assess the impact the principal's practices and leadership had on the student performance outcome.

For student growth to be a valuable tool in continuous improvement, principal supervisors should keep the following in mind:

- Although it's called student growth, it is really about principal growth
- Student growth is not the end in itself – the key to a meaningful student growth goal is the ability to translate the student growth outcomes into feedback on leadership practices
- Honest assessment of practice, sincere reflection on the approach to planning and implementation, and a commitment to adjusting leadership practices when targets aren't met are the best ways to improve student growth
- Ratings are less important than the process of professional growth

Format

Student growth in T-PESS takes the form of a goal. Principals and their appraisers will use the Goal- Setting Form (or a similar form if the district has created its own Goal-Setting Form) to create a goal related to the improvement of student performance over time.

Just like with the practice goal, the student growth goal should detail the strategies and actions the principal will lead to attain the improvement in student performance.

Also like the practice goal, progress on the student growth goal should be discussed during the middle- of-year conference and end-of-year conference, and principal appraisers should use it as a tool that focuses their coaching conversations with principals.

Rating

Districts have multiple options when determining end-of-year appraisal ratings for principals. Districts can keep the ratings disaggregated and provide individual ratings for principals for each of the twenty-one indicators in the T-PESS rubric and for each individual goal (including student growth). For districts that adopt this method for summative ratings, the weights in the chart below do not apply, as weights are not needed with disaggregated ratings.

For districts that decide to provide principals a single overall summative rating, the weights in the table below indicate how the different components of T-PESS should be considered based on a principal's tenure leading the campus in question.

This phase-in process acknowledges the limitations of a principal's influence on student growth or progress during his or her first year on a campus. Although a principal's influence can begin to reach classrooms and impact student outcomes during that first year, a student growth rating may not be a reliable indicator of principal effectiveness. By the third year of a principal's tenure on a campus, the

principal should have full ownership of student growth or progress results, and from that year forward, student growth would count for 20% of the principal's evaluation rating.

For Districts Calculating A Single Summative Rating

Experience as principal on current campus	Rubric	Practice Goal(s)	Student Growth Goal
0 years	70%	30%	0%
1 year	70%	20%	10%
2 or more years	60%	20%	20%

Frequency of goals

Student growth goals in T-PESS should not force principals and principal supervisors into an inauthentic, short-term focus. Although progress on any given goal will be examined and rated each year, it is strongly encouraged that goals capture implementation and outcomes outside of single-year snapshots. The example goal below focuses on certain actions in year one, knowing that years two, three, and beyond allow for additional actions to continuously improve campus practices.

For a goal that has a multi-year approach, principals could maintain that goal as their T-PESS student growth goal beyond a single year. Principal supervisors and principals should collaboratively determine what is best for the growth of the principal, the campus, and the students when determining whether or not to continue with a single goal for multiple years.

If a goal does carry over from one year to the next, the principal would need to create new short-term and mid-term outcomes for the new year, as implementation in year two should reflect the progress made during implementation in year one.

Potential Measures

When considering what student growth measures a principal should pursue, it is strongly encouraged that principals and their appraisers consider root causes of student performance. This could inform two different aspects of the student growth goal:

1. The goal itself could be an aspect of student performance that is non-academic. For example, year-over-year improvement in student attendance or student discipline could be the growth goal if it is determined that these areas are significant factors limiting student academic performance.

2. The strategies and actions articulated on the goal form could detail non student-centric steps central to improving student outcomes. For example, a goal could be the year-over-year improvement in the number of passing scores on Advanced Placement (AP) exams, but some of the strategies and actions could focus on using teacher performance data in assigning AP courses, funding AP summer institutes for AP teachers, strengthening vertical alignment between pre-AP and AP courses, and ensuring instructional leaders have the skills necessary to grow and develop AP teachers.

Campus Configuration		
Elementary School	**Middle School**	**High School**
Potential Measures	**Potential Measures**	**Potential Measures**
Domains of state accountability system	Domains of state accountability system	Domains of state accountability system
Student growth measures	Student growth measures	Student growth measures
Student attendance	Student attendance	Student attendance
Student surveys	Student surveys	Student surveys
Literacy measures	% of students in Algebra 1 or other advanced curriculum	Advanced Placement participation or scores
Numeracy measures	District-wide assessments	ACT and SAT participation or scores
District-wide assessments		IB participation and scores
		Graduation rates/dropout rates
		% college and career ready

Example

The following example tries to capture three things:

1) The student growth goal
2) The actions leadership needs to take to bring about the goal
3) What should occur in the short-term (implementation), mid-term (early outcomes), and long- term (goal attainment)

These three aspects provide both a concrete measure to gauge improvement in student performance and a sequence of actions to bring about that improvement so that principal appraisers can pinpoint opportunities to coach principals on those leadership practices that could have the greatest impact on improving student outcomes.

This goal doesn't capture everything. There are innumerable actions a principal and campus could take to address any particular student growth goal.

The following goal, to increase the number of passing scores on AP exams, is based on the theory that if all teachers improve data-driven instruction and the alignment between student tasks and the necessary rigor needed to master standards, then more students will be better positioned to succeed in AP courses and on AP exams.

Goal:

Improve the number of passing scores on AP exams by an average of 15% per year for the next three years. Prior years have shown minimal growth in the number of passing scores (<5%).

Potential strategies and actions:

Leadership actions
- Attend data-driven instruction professional development
- Base teaching assignments on impact with high-achieving students
- Facilitate rigor sessions with teachers – alignment of student tasks with depth of knowledge and skill required

Short-Term Metrics:

Summer

- Attend data-driven instruction training for principals and assistant principals
- Conduct sessions on data-driven instruction for all teachers during summer staff development (breakout)
- Configure class schedule for common off-period for all AP teachers for bi-weekly cluster group meetings on data-driven instruction

Fall and Spring
- Principal and assistant principals use SLO approval process to conference with each teacher on evidence-based lesson planning
- Principal and assistant principals conduct bi-weekly mini-observations with pre-AP and AP teachers with follow-up coaching sessions on rigorous instruction, data-driven instruction, and student tasks
- A campus leadership team member attends each PLC to help facilitate "community of practice" approach to examining rigor through analysis of student tasks
- Host AP scholars celebration for students that take AP exams
- During student scheduling for following year, present at student grade-level meetings on the benefits of AP courses in order to increase enrollment
- Review appraisal and student growth data to inform Pre-AP and AP staffing for following year (proficiency with high achieving students)
- Have new and inexperienced pre-AP and AP teachers sign up for AP summer institutes

Mid-Term Metrics
- Increase enrollment in Pre-AP and AP courses by 10% for following school year (2018-2019)
- Increase 2018 AP passing scores by 10%
- Increase percentage of teachers rating proficient or above on SLOs by 20%

Long-Term Metrics
- Increase enrollment in Pre-AP and AP courses by 15% for 2019-2020 and 2020-2021
- Increase AP passing scores by 15% for 2019 and 20% for 2020

Closing

Although principals have experience with creating goals in T-PESS, a student performance goal as a part of a growth process and coaching conversations may be new for many. Districts are encouraged to work with principals to select student performance goals that match both the context of the campus and the relative proficiency of the principal. Exceedingly complex and challenging student performance goals for a principal who straddles the line between Developing and Proficient on the T-PESS rubric are likely to suppress growth and success.

Improvement of practice is the ultimate goal in T-PESS, and the student performance component needs to be structured so that principals have a better sense of what's working, what's not working, and what they can do to improve their leadership moving forward.

Please reach out to your local education service center (ESC) for support in both crafting student performance goals in T-PESS and developing the skills principal appraisers need to be effective coaches for principals.

T-PESS "Look Fors"

1A: Instructional Leadership – The principal is responsible for enduring every student receives high-quality instruction.	Curriculum Alignment and Standards
	Assessment practices: formative and summative
1B: Effective instructional practices – The principal develops high-quality instructional practices among teachers and staff that improve student performance.	Instructional strategies informed through data, teaching, and learning
	Teacher self-reflection, development and efficacy based on data and results
1C: Data-driven instruction and interventions - The principal monitors multiple forms of student data to inform instructional and intervention decisions to maximize student achievement	Impact of intervention programs and practices
	Data to inform research-based programs and interventions
1D: Maximize learning for all students - The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	Closing achievement gaps with stakeholders
	Analyzing and assessing progress in closing gaps
	Targeting and securing resources to eliminate gaps
2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.	Recruiting, hiring, retaining and supporting staff
	Policies, equity, and high expectations
	Management of staff
2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	Development of teachers - performance and goals
	Culture: coaching, feedback, and targeted professional development
2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.	Teacher leadership development and decision-making
2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.	Teacher evaluation protocols, procedures, and data
	Alignment with district evaluation policies: fair/accurate
3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.	Productivity and continuous improvement
	Individual and school goals
	Lead change agent
3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.	Uses performance feedback
	Role model for improvement

3C: The principal communicates with all audiences and develops productive relationships.	Open communication: internal/external
	Relationships, accessibility, and outreach
3D:The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.	Behaves ethically and follows mandates
	Cultural awareness and responsiveness
	Students' academic, social-emotional, cultural and physical needs
4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.	Belief in school improvement
	Implementation of the CIP
4B: The principal develops establishes, reinforces, and monitors clear expectations for adults, staff, and student conduct, including social and emotional supports.	Expectations for behavior for staff and students
4C: The principal purposefully engages family and community members in meaningful student learning experiences.	Parent and community outreach
	Cultural responsibility to community
4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.	Staff school environment
4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	Campus wide behavioral management to optimize instruction
5A: Strategic Planning· The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.	Goals, targets, and improvement strategies
	Communicating successes, progress, and shortcomings
5B: Maximized Learning Time· The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.	Master schedules, calendars, and planning
	Planning and instructional time
5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.	Allocating resources for professional development, programs and services
	Budgeting/accounting and human/fiscal/technological resources
5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.	Alignment to district goals/initiatives with CIP
	Collaborate/communicate/advocate {district and school goals/initiatives)

Principal
Self-Assessment and
Goal Setting Forms

TEXAS **PRINCIPAL** EVALUATION & SUPPORT SYSTEM

Texas Principal Evaluation and Support System (T-PESS)

(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:	

Principal Self-Assessment Form
(Appraiser Pre-assessment & Pre-evaluation 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.

The T-PESS Rubric should be completed by principals as a self-assessment of the performance during the year. Appraisers will use the rubric to complete their assessment of the principals' performance for the same time period. Likewise, the principal and evaluator will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal.

Instructions: Each year principals should assess their own performance using the T-PESS self-assessment rubric in preparation for the Beginning-of-Year Conference.   The appraiser may also complete this as a pre-assessment.   Local policy/procedures will outline the expectations for principal and appraiser completion of BOY assessment process.   For example, local policy/procedure will determine if the principal is to submit the self-assessment to the appraiser prior to the BOY conference.   This self-assessment will serve as the basis for establishing professional growth goals.

To complete this form for self-assessment:

- The Principal Standards serve as the foundation of the T-PESS rubric.
- Read the specific Standard carefully and then review the given indicator.
- In most cases, there are two or more performance capacities that are considered under each indicator.
- Begin in the Developing column and prepare to read starting from the right side of the rubric. If the practices listed in the Developing column describes the principal's performance throughout the year, mark the box beside the practice. There should be evidence to support this decision.
- For self-assessment, continue to move to the left to the Proficient column. If the practice describes the principal's performance throughout the year, mark the box beside the practice and move on the Accomplished, and Distinguished categories for each indicator within the principal evaluation rubric using the same process. There should be evidence that supports the designation of a Performance Level.
- The standards for performance increase in skill and sophistication as you move to the left on the rubric. The performance demands grown increasingly complex.
- Complete this process for each of the skill areas identified within the specific Standard.

TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

Principal Self-Assessment and Goal Setting Forms
© TEA   8/15/2017   Principal Self-Assessment Form   51

Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	☐ Monitors the fidelity of curriculum implementation ☐ Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	☐ Plans with clearly defined detail for implementation of the district's approved curriculum ☐ Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	☐ Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	☐ Comment Required
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	☐ Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas . . . and	☐ Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement . . . and	☐ Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community	☐ Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies	☐ Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom ☐ Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom	☐ Understands and articulates the adopted model of instructional planning and delivery	☐ Comment Required
☐ Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff	☐ Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement ☐ Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources . . . and	☐ Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery ☐ Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources . . . and	☐ Demonstrates knowledge about research on effective instructional practices and their impact on student achievement . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students	☐ Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement	☐ Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement	☐ Understands and articulates the impact of school-level practices on student learning and achievement	☐ Comment Required
	☐ Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students . . . and	☐ Utilizes a variety of district-approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students . . . and	☐ Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps	☐ Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	☐ Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	☐ Understands and articulates a clear meaning of equity within the school community	☐ Comment Required
☐ Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	☐ Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	☐ Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	☐ Models and promotes high expectations for all students, student sub-groups, and staff	
	☐ Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups . . . and	☐ Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students . . . and	☐ Understands and articulates the learning and social-emotional needs of student groups within the school community . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

TEXAS **PRINCIPAL** EVALUATION & SUPPORT SYSTEM

Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development	☐ Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission	☐ Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals	☐ Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members	☐ Comment Required
	☐ Establishes a culture of high performance that supports teacher retention . . . and	☐ Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students' needs ☐ Implements and manages district personnel policies in a fair and equitable manner	☐ Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources	
		☐ Utilizes organizational resources to effectively manage human capital . . . and	☐ Identifies organizational resources and understands the necessity of managing human capital . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	☐ Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students	☐ Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	☐ Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	☐ Comment Required
☐ Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	☐ Supports and encourages systematic feedback among teachers and staff ☐ Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school . . . and	☐ Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities . . . and	☐ Involves campus committees and/or leadership teams in identifying needs for campus professional development . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated** **Needs Improvement**
☐ Supports teachers and staff to accept leadership responsibilities outside of the school building	☐ Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development …and	☐ Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members ☐ Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles …and	☐ Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school …and	☐ Comment Required

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Maintains a culture where teacher performance evaluations align with student academic growth and development	☐ Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve school wide instructional practice …and	☐ Creates or adopts protocols to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	☐ Understands and communicates clear expectations of performance and professional behavior for all staff	☐ Comment Required
		☐ Implements evaluation of teachers and staff according to district policy and state stature ensuring fairness and consistency ☐ Accurately analyzes multiple sources of teacher performance data and makes fair and accurate decisions concerning teacher contract and performance improvement …and	☐ Understands district policy and state statute governing teacher and staff evaluation …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Standard 3 – *Executive Leadership*: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Maintains a culture in which teachers and staff encourage and support each other during challenging times	☐ Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	☐ Empowers the school staff to take ownership of the continuous improvement process	☐ Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	☐ Comment Required
☐ Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	☐ Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	☐ Inspires teachers by including them in the development of a strategic goal setting process ☐ Encourages teachers and staff to accomplish school goals	☐ Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting	
☐ Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	☐ Creates and uses a transition team during times of change to assist individuals with new ways of doing things …and	☐ Adapts his/her leadership style to the needs of individual teachers and staff struggling with change …and	☐ Understands and articulates how change initiatives can be perceived differently by different stakeholders …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Develops and refines structures to gather feedback and data from educational stakeholders	☐ Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	☐ Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices	☐ Understands the importance of performance feedback from supervisors in the context of personal and school improvement	☐ Comment Required
☐ Serves as a role model for continuous improvement in professional practice among colleagues	☐ Actively seeks out individual growth and professional development opportunities …and	…and	…and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3C: The principal communicates with all audiences and develops productive relationships.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated** **Needs Improvement**
☐ Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district	☐ Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication	☐ Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community ☐ Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community	☐ Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	☐ Comment Required
	☐ Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement …and	☐ Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school …and	☐ Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups ☐ Keeps accessible to all stakeholder groups …and	
Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.				

TEXAS PRINCIPAL EVALUATION & SUPPORT SYSTEM

Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Actively leads in the development of district goals and initiatives for improving achievement of all students	☐ Models ethical behavior by educating the larger community	☐ Develops and implements staff trainings on policies and procedures related to ethical behavior ☐ Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators ☐ Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	☐ Comment Required
	☐ Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	☐ Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	☐ Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	☐ Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum …and	☐ Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs …and	☐ Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

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Standard 4 – *School Culture*: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement ☐ Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners	☐ Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement ☐ Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/ outcomes for every student and staff member	☐ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement ☐ Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement	☐ Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school	☐ Comment Required
☐ Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business	☐ Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) …and *SBDM: Site-based Decision Making	☐ Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions …and	☐ Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4B: The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated** **Needs Improvement**
☐ Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community	☐ Collaborates with campus leadership to systematically monitor the effectiveness of systems intended to support high levels of student and staff performance ☐ Collaborates with campus leadership to improve systems to support high levels of student and staff performance	☐ Communicates the expectations for high levels of performance for students and staff ☐ Implements systems to improve the efficacy of students and staff to improve performance	☐ Understands and can explain the importance of establishing high performance expectations for students and staff	☐ Comment Required
	☐ Collaborates with campus leadership to improve the operating procedures and rules to maximize opportunities for all students to learn and teachers to teach …and	☐ Implements and fairly reinforces the operating procedures and rules to guide student and staff behavior ☐ Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules …and	☐ Understands and can explain the importance of a standard set of operating procedures and rules for students and staff to follow …and	
Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.				

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Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	☐ Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	☐ Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	☐ Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	☐ Comment Required
☐ Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	☐ Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels …and	☐ Identifies the culturally responsive needs and positive, traditions of the school and community …and	☐ Understands and can explain the importance of cultural perspective in the school and community …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

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Principal Self-Assessment and Goal Setting Forms
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Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Encourages and actively involves community members to participate in and advocate for a safe and orderly school environment	☐ Systematically shares and accurately reports school safety data to teachers and community members ☐ Collaborates with building leadership to actively involve teachers and staff to lead and manage components of the school safety plan	☐ Systematically reviews and analyzes school safety data ☐ Implements school safety initiatives based on data to ensure an environment to maximize teaching and learning	☐ Understands and implements district policies and procedures regarding school safety	☐ Comment Required
	☐ Collaborates with campus leadership to develop systems to ensure students, staff, and community voice is heard ☐ Utilizes feedback from students, staff, and community to improve the social and emotional safety of students and staff …and	☐ Implements procedures and practices to maintain an orderly and supportive campus ☐ Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules …and	☐ Understands the importance of establishing systems and routines that ensure an orderly and supportive campus environment …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students	☐ Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus	☐ Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students	☐ Understands and implements district policies and procedures regarding student discipline	☐ Comment Required
	☐ Collect and analyze data concerning student behavior and academic performance to accurately address campus-wide behavioral and academic issues ☐ Collaborates with campus leadership and intervention specialist to develop and implement school wide intervention programs that proactively address the behavioral and academic needs of groups of students …and	☐ Routinely works with support specialist (*counselors, special education, school psychologist, etc.*) to analyze student behavior and academic performance data ☐ Collaborates with support specialist to develop individualized performance improvement plans for students struggling behaviorally and academically …and	☐ Understands how behavioral issues with students effect academic performance …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Standard 5 – *Strategic Operations:* The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	☐ Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis	☐ Implements change initiatives that are aligned with the school's goals, targets, and improvement strategies	☐ Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	☐ Comment Required
	☐ Systematically and clearly communicates the progress toward achieving goals to all members of the school community …and	☐ Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school …and	☐ Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated** **Needs Improvement**
☐ Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	☐ Systematically monitors the effect of the master schedule on teacher planning and student achievement	☐ Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	☐ Designs school schedules and calendars that address the learning needs of diverse student populations	☐ Comment Required
☐ Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	☐ Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time …and	☐ Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs …and	☐ Ensures adherence to all legal and policy requirements for teacher planning and professional development …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated / Needs Improvement
☐ Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	☐ Implements processes and procedures that ensure the long-term viability of effective programs and practices	☐ Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	☐ Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	☐ Comment Required
	☐ Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students …and	☐ Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students …and	☐ Knows about the school budget and accounting procedures …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated** **Needs Improvement**
☐ Plays an active role in the development of district/regional/state/ national goals and initiatives directed at improving student achievement	☐ Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement …and	☐ Implements district initiatives directed at improving student achievement	☐ Understands and can explain district goals and initiatives directed at improving student achievement	☐ Comment Required
		☐ Collaborates with administrative colleagues to share best practices related to district goals and initiatives ☐ Seeks internal and external opportunities to secure resources in support of the school's academic program …and	☐ Openly and effectively communicates between and within school and district administration ☐ Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community …and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

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Beginning-of-Year Goal Setting Form
(For O   onference)

Instructions: Beginning of Year 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 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 energies 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:
- Principals should conduct a comprehensive review of the T-PESS rubric in preparation for completing the Principal Self-Assessment.
- Principals shall 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 GSPD plan (goal setting and professional development), 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 principal's Self-Assessment and the principal's 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.

In preparation for the BOY Conference:
- The principal will submit (1) a copy of his or her completed Self-Assessment and (2) his or her draft goals – one for professional practice and one for student growth.
- The appraiser will review (1) the results of the principal's Self-Assessment and the previous year's summary ratings (if a continuing principal) and (2) the principal's draft goals.

Additional information on Principal Self-Assessment & Goal-Setting and the BOY conference is available in the T-PESS Participant Manual.

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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:
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:	
Comments:	
Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

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