

Principal Self-Assessment and Goal Setting Forms



TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

Principal Self-Assessment and Goal Setting Forms

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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.

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
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	<input type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	<input type="checkbox"/> Plans with clearly defined detail for implementation of the district's approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	<input type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	<input type="checkbox"/> Comment Required
<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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
<input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community	<input type="checkbox"/> 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	<input type="checkbox"/> Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom <input type="checkbox"/> Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom	<input type="checkbox"/> Understands and articulates the adopted model of instructional planning and delivery	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff	<input type="checkbox"/> Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement <input type="checkbox"/> Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources . . . and	<input type="checkbox"/> Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery <input type="checkbox"/> 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	<input type="checkbox"/> 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
<input type="checkbox"/> 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	<input type="checkbox"/> Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement	<input type="checkbox"/> Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement	<input type="checkbox"/> Understands and articulates the impact of school-level practices on student learning and achievement	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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
<input type="checkbox"/> Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps	<input type="checkbox"/> Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	<input type="checkbox"/> Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	<input type="checkbox"/> Understands and articulates a clear meaning of equity within the school community	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	<input type="checkbox"/> 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	<input type="checkbox"/> Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	<input type="checkbox"/> Models and promotes high expectations for all students, student sub-groups, and staff	
	<input type="checkbox"/> Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups ... and	<input type="checkbox"/> Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students ... and	<input type="checkbox"/> 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.

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
<input type="checkbox"/> Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development	<input type="checkbox"/> 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	<input type="checkbox"/> Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals	<input type="checkbox"/> Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Establishes a culture of high performance that supports teacher retention . . . and	<input type="checkbox"/> 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 <input type="checkbox"/> Implements and manages district personnel policies in a fair and equitable manner	<input type="checkbox"/> Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources	
		<input type="checkbox"/> Utilizes organizational resources to effectively manage human capital . . . and	<input type="checkbox"/> 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
<input type="checkbox"/> Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	<input type="checkbox"/> 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	<input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	<input type="checkbox"/> Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	<input type="checkbox"/> Supports and encourages systematic feedback among teachers and staff <input type="checkbox"/> Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school . . . and	<input type="checkbox"/> Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities . . . and	<input type="checkbox"/> 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
<input type="checkbox"/> Supports teachers and staff to accept leadership responsibilities outside of the school building	<input type="checkbox"/> Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development ...and	<input type="checkbox"/> Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members <input type="checkbox"/> Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles ...and	<input type="checkbox"/> Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school ...and	<input type="checkbox"/> 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
<input type="checkbox"/> Maintains a culture where teacher performance evaluations align with student academic growth and development	<input type="checkbox"/> Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve school wide instructional practice ...and	<input type="checkbox"/> Creates or adopts protocols to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	<input type="checkbox"/> Understands and communicates clear expectations of performance and professional behavior for all staff	<input type="checkbox"/> Comment Required
		<input type="checkbox"/> Implements evaluation of teachers and staff according to district policy and state statute ensuring fairness and consistency <input type="checkbox"/> Accurately analyzes multiple sources of teacher performance data and makes fair and accurate decisions concerning teacher contract and performance improvement ...and	<input type="checkbox"/> 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
<input type="checkbox"/> Maintains a culture in which teachers and staff encourage and support each other during challenging times	<input type="checkbox"/> Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	<input type="checkbox"/> Empowers the school staff to take ownership of the continuous improvement process	<input type="checkbox"/> Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	<input type="checkbox"/> Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	<input type="checkbox"/> Inspires teachers by including them in the development of a strategic goal setting process <input type="checkbox"/> Encourages teachers and staff to accomplish school goals	<input type="checkbox"/> 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	
<input type="checkbox"/> Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	<input type="checkbox"/> Creates and uses a transition team during times of change to assist individuals with new ways of doing things ...and	<input type="checkbox"/> Adapts his/her leadership style to the needs of individual teachers and staff struggling with change ...and	<input type="checkbox"/> 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
<input type="checkbox"/> Develops and refines structures to gather feedback and data from educational stakeholders	<input type="checkbox"/> Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	<input type="checkbox"/> Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices	<input type="checkbox"/> Understands the importance of performance feedback from supervisors in the context of personal and school improvement	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Serves as a role model for continuous improvement in professional practice among colleagues	<input type="checkbox"/> 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
<input type="checkbox"/> Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district	<input type="checkbox"/> 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	<input type="checkbox"/> Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community <input type="checkbox"/> Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community	<input type="checkbox"/> Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement ...and	<input type="checkbox"/> Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school ...and	<input type="checkbox"/> Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups <input type="checkbox"/> 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.

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
<input type="checkbox"/> Actively leads in the development of district goals and initiatives for improving achievement of all students	<input type="checkbox"/> Models ethical behavior by educating the larger community	<input type="checkbox"/> Develops and implements staff trainings on policies and procedures related to ethical behavior <input type="checkbox"/> Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	<input type="checkbox"/> Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators <input type="checkbox"/> Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	<input type="checkbox"/> Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	<input type="checkbox"/> Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	<input type="checkbox"/> 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	<input type="checkbox"/> Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs ...and	<input type="checkbox"/> 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.

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
<input type="checkbox"/> 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 <input type="checkbox"/> Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners	<input type="checkbox"/> Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement <input type="checkbox"/> Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/outcomes for every student and staff member	<input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement <input type="checkbox"/> Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement	<input type="checkbox"/> Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business	<input type="checkbox"/> Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) ...and *SBDM: Site-based Decision Making	<input type="checkbox"/> Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions ...and	<input type="checkbox"/> 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
<input type="checkbox"/> 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	<input type="checkbox"/> Collaborates with campus leadership to systematically monitor the effectiveness of systems intended to support high levels of student and staff performance <input type="checkbox"/> Collaborates with campus leadership to improve systems to support high levels of student and staff performance <input type="checkbox"/> Collaborates with campus leadership to improve the operating procedures and rules to maximize opportunities for all students to learn and teachers to teach ...and	<input type="checkbox"/> Communicates the expectations for high levels of performance for students and staff <input type="checkbox"/> Implements systems to improve the efficacy of students and staff to improve performance <input type="checkbox"/> Implements and fairly reinforces the operating procedures and rules to guide student and staff behavior <input type="checkbox"/> Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules ...and	<input type="checkbox"/> Understands and can explain the importance of establishing high performance expectations for students and staff <input type="checkbox"/> Understands and can explain the importance of a standard set of operating procedures and rules for students and staff to follow ...and	<input type="checkbox"/> Comment Required

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

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> 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	<input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	<input type="checkbox"/> Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	<input type="checkbox"/> Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	<input type="checkbox"/> Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels ...and	<input type="checkbox"/> Identifies the culturally responsive needs and positive traditions of the school and community ...and	<input type="checkbox"/> 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.

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
<input type="checkbox"/> Encourages and actively involves community members to participate in and advocate for a safe and orderly school environment	<input type="checkbox"/> Systematically shares and accurately reports school safety data to teachers and community members <input type="checkbox"/> Collaborates with building leadership to actively involve teachers and staff to lead and manage components of the school safety plan	<input type="checkbox"/> Systematically reviews and analyzes school safety data <input type="checkbox"/> Implements school safety initiatives based on data to ensure an environment to maximize teaching and learning	<input type="checkbox"/> Understands and implements district policies and procedures regarding school safety	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Collaborates with campus leadership to develop systems to ensure students, staff, and community voice is heard <input type="checkbox"/> Utilizes feedback from students, staff, and community to improve the social and emotional safety of students and staff ...and	<input type="checkbox"/> Implements procedures and practices to maintain an orderly and supportive campus <input type="checkbox"/> Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules ...and	<input type="checkbox"/> 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
<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students	<input type="checkbox"/> Understands and implements district policies and procedures regarding student discipline	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Collect and analyze data concerning student behavior and academic performance to accurately address campus-wide behavioral and academic issues <input type="checkbox"/> 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	<input type="checkbox"/> Routinely works with support specialist (<i>counselors, special education, school psychologist, etc.</i>) to analyze student behavior and academic performance data <input type="checkbox"/> Collaborates with support specialist to develop individualized performance improvement plans for students struggling behaviorally and academically ...and	<input type="checkbox"/> 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
<input type="checkbox"/> Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	<input type="checkbox"/> Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis	<input type="checkbox"/> Implements change initiatives that are aligned with the school's goals, targets, and improvement strategies	<input type="checkbox"/> Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Systematically and clearly communicates the progress toward achieving goals to all members of the school community ...and	<input type="checkbox"/> 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	<input type="checkbox"/> 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
<input type="checkbox"/> Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	<input type="checkbox"/> Systematically monitors the effect of the master schedule on teacher planning and student achievement	<input type="checkbox"/> Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	<input type="checkbox"/> Designs school schedules and calendars that address the learning needs of diverse student populations	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	<input type="checkbox"/> Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time ...and	<input type="checkbox"/> Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs ...and	<input type="checkbox"/> 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
<input type="checkbox"/> 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	<input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices	<input type="checkbox"/> Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	<input type="checkbox"/> Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students ...and	<input type="checkbox"/> Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students ...and	<input type="checkbox"/> 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
<input type="checkbox"/> Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	<input type="checkbox"/> 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	<input type="checkbox"/> Implements district initiatives directed at improving student achievement	<input type="checkbox"/> Understands and can explain district goals and initiatives directed at improving student achievement	<input type="checkbox"/> Comment Required
		<input type="checkbox"/> Collaborates with administrative colleagues to share best practices related to district goals and initiatives <input type="checkbox"/> Seeks internal and external opportunities to secure resources in support of the school's academic program ...and	<input type="checkbox"/> Openly and effectively communicates between and within school and district administration <input type="checkbox"/> 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.				

Beginning-of-Year Goal Setting Form (For BOY Conference)

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.

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: