

T-PESS User Guide

Purposes of T-PESS

*Clearly defined and
communicated purposes
strengthen the system*



TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

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T-PESS User Guide

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 1383¹ (82nd Regular Legislative Session) was codified in Section 21.3541² of the Texas Education Code. This statute 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 Code³ 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.

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

[\(http://ritter.tea.state.tx.us/rules/tac/chapter149/\)](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.

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.

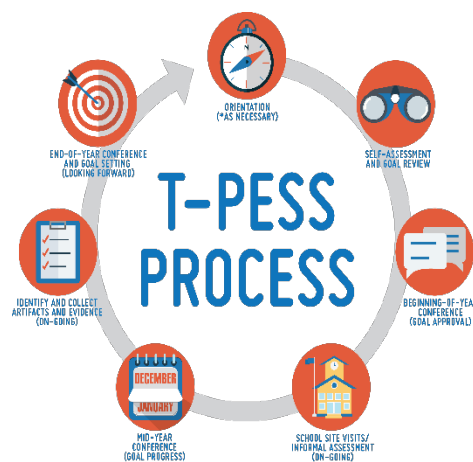


Figure 1: Annual Principal Evaluation

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.

T-PESS Timeline

Due	Orientation	Aug. 10
Dates	Self-assessment	Sept. 5
	Goals	Sept. 7



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 1 st 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.



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

Performance Standard	Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator	Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
Performance Level	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
Performance Descriptors	<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	

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.

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.					
Indicator addresses Curriculum and Assessment	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	

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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-P ESS 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-P ESS 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:

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	<input type="checkbox"/> Plans with clearly defined detail for implementation of the district's approved curriculum <input type="checkbox"/> Actively initiates	<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	<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	<input type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	

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.

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 checked="" 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 checked="" type="checkbox"/> Plans with clearly defined detail for implementation of the district's approved curriculum <input checked="" type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	<input checked="" 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	<input checked="" type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on measuring learning for all students across all grades and content areas	<input checked="" type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to	<input checked="" type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	

Goal/Growth Opportunity

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.

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.	
Indicate progress toward goal attainment:	<input checked="" type="radio"/> Progressing <input type="radio"/> Not Progressing
Evidence of Progress: Dr. Principal has participated in the PLC meetings with the math departments to evaluate and align the district-approved curriculum to the required teaching units. PLCs have occurred bi-monthly and two unit plans have been submitted for approval by the district math coordinator.	
Revised Plan (only if necessary):	
Principal Comments Attached?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Appraiser Comments: Dr. Principal and his leadership team have made the curriculum alignment project a school priority. In conversations they would like to continue this work with the Language Arts department in the subsequent year.	
Student Growth Goal	

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, give an overall rating for each standard based on the indicator ratings **the local district.* (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.

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.					
Indicators:	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Rating for Standard 1 (Only for districts that aggregate to the standard level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:	Evidence of documentation that may be used to support ratings: <input checked="" type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Leadership teams <input type="checkbox"/> Use of research-based school and classroom practices <input checked="" type="checkbox"/> Campus master schedule <input type="checkbox"/> Formative and summative assessments <input type="checkbox"/> Education plans for identified sub-populations <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> <input type="checkbox"/>				
Areas for Growth and Resources Needed:					

Figure 8:

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.

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 curriculum aligned with state standards	<input type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership teams to strengthen implementation of the approved curriculum and the alignment with state standards through scholarly analysis of data/resources	<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	<input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students	<input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative	<input type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	

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.

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.				
<input type="radio"/> Significantly Exceeded Expectations	<input type="radio"/> Exceeded Expectations	<input checked="" type="radio"/> Attained	<input type="radio"/> Progressing	<input type="radio"/> Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.
Evidence of Completion: Dr. Principal and the leadership team at Excellence High School completed a review of the ninth-grade math curriculum and developed four comprehensive units of study that will provide opportunity and access to curriculum for all students. In addition, the math team developed and embedded formative assessments for each unit that will help monitor student progress during the year.				
Appraiser Comments: Dr. Principal and his leadership team will continue the process of curriculum mapping to ensure opportunity and access by students and time by teachers to teach the district-approved curriculum.				
Principal Comments Attached?			<input type="radio"/> Yes	<input checked="" type="radio"/> No
Student Growth Goal:				

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

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