



Texas Principal
Evaluation
System

Principal User's Guide



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About McREL International

McREL International is a nationally recognized nonprofit organization dedicated to improving education for all students through applied research, product development, and service. Established in 1966, McREL has grown into an international organization serving K-12 and higher education clients across the United States, Canada, the Pacific region, Australia, and other parts of the world.

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Introduction

The Texas Principal Evaluation System was developed by a Steering Committee of educators from the state of Texas that include school-level and district-level leaders, university leadership development program directors, and representatives from the Texas Education Agency (TEA) in collaboration with McREL International field consultants and researchers. It is a standards-based professional evaluation system that provides a road map for professional growth and continued improvement. The instrument is based on the Texas Principal Standards and reflects current leadership research aligned to nationally recognized standards and is supported using a meaningful and manageable process for the purpose of informing next steps in leadership development. This system is comprised of two components. The first is a seven-step evaluation process between the principal and his/her supervisor. The second is the evaluation instrument itself, containing formative rubrics in support of the five Texas Principal Standards along with the forms and reports for self-assessment, goal setting, mid-year and summative evaluation templates.

The Texas Principal Evaluation System standardizes the evaluation process and provides opportunities for professional growth. The system is intended to improve communication between a supervisor and a principal with fairness, transparency, and candid and constructive feedback. By using the results of the evaluation to guide their own professional development, principals will be able to chart a course for professional growth and development from the novice principal who is developing into an effective school leader to a distinguished professional who leads the school to even greater accomplishments and commands the respect of colleagues.

Purposes of the Evaluation System

The intended purpose of the Texas Principal Evaluation System is to assess the principal's performance in relation to the Texas Principal Standards. The evaluation should take place in a collegial and non-threatening manner. The principal will take the lead in conducting the evaluation through the use of self-assessment, reflection, and input gathered from various stakeholders with an interest in the leadership of the school. The evidence and documentation gathered by the principal is not intended to become a portfolio. Rather, it should provide a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific standards.

A standardized principal evaluation system will:

- serve as a measurement of leadership performance,
- guide leaders as they reflect upon and improve their effectiveness,
- focus the goals and objectives of schools and districts as they support, monitor, and evaluate their principals,
- guide professional development for principals,
- serve as a tool in developing coaching and mentoring programs for principals, and
- inform higher education programs in developing the content and requirements of degree programs that prepare future principals.

The TEA Steering Committee primary purposes of an evaluation system include:

- Personify continuous growth and improvement
- Guide self-reflection
- Inform professional development
- Improve leadership quality

Evaluation Process

Figure 1 provides an overview of the required indicators of the Texas Principal Evaluation System.



Figure 1: Principal Evaluation Process

Steps of the Evaluation Process

Step 1: Orientation

Each school year, appraisers will conduct a group orientation with all principals. At this orientation, each principal will receive a complete set of materials outlining the evaluation process and an explanation of the timeline and how performance will be measured. Each principal should become thoroughly familiar with the Texas Principal Evaluation System and all of the materials associated with it, including definitions and forms.

Step 2: Self-assessment and Goal Setting

Principals will complete a self-assessment using the Texas Principal Evaluation Rubric. This self-assessment will serve as the basis for establishing professional growth goals.

Step 3: Pre-evaluation Conference

Prior to this meeting, the appraiser should assess the performance of the principal using the Texas Principal Evaluation Rubric.

Principals will meet individually with the appraiser to discuss the results of the self-assessment, the appraiser's ratings of the principal, establish performance goal(s), and discuss any artifacts or other evidence the principal and appraiser believe are critical to understanding the principal's performance. The principal and appraiser will agree on the data, evidence, and documentation necessary to complete the evaluation process and confirm the principal's level of performance.

Data Collection

The principal will collect the data agreed upon in Step 3. 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 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.

Step 4: Mid-Year Evaluation Discussion

Principals will meet individually with the appraiser to discuss the principal's progress toward achieving his or her performance goal(s). This mid-year discussion will focus on the status of goal attainment and mid-year adjustments to action plans that must be made in order to achieve goals by the end of the school year.

Step 5: Consolidated Performance Assessment

The principal will synthesize the information obtained throughout the evaluation cycle in order to prepare a consolidated assessment or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the

appraiser in advance of the performance discussion at which final performance levels will be discussed.

Step 6: End-of-year Performance Discussion

The principal and appraiser will meet at the school to discuss progress toward completing the evaluation process. They will discuss the self-assessment, consolidated assessment, and summary evaluation of the principal, which the appraiser should prepare in advance of the meeting. Should additional data or artifacts be needed for the discussion, the principal will have them readily available to share at that time.

Step 7: Final Evaluation and Goal Setting

At this meeting, the principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Development Plan. All forms needed to complete this process are included in this User's Guide. The following forms are required during each evaluation cycle:

- Self-assessment using the Texas Principal Evaluation Rubric
- Appraiser assessment using the Texas Principal Evaluation Rubric
- Professional Development Plan:
 - Beginning-of-year: Goal Setting
 - Mid-year: Progress toward Goal Attainment
 - End-of-year: Goal Attainment
- Summary Rating Form

Roles and Responsibilities

For the implementation of a new leadership evaluation system to be effective, it requires stakeholders to know and understand their roles and responsibilities. Stakeholder responsibilities link directly to processes and practices associated with effective implementation and use of the evaluation system.

Principal Responsibilities:

- Know and understand the Texas Standards for Principals.
- Understand the Principal Evaluation System.
- Prepare for the Pre-evaluation Conference, including a self-assessment, identification of performance goals, and identification of change initiatives underway at his or her school.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.
- Participate in the Mid-year and Final Evaluation Conferences.
- Draft goal(s) for the subsequent year based on the final evaluation.

Appraiser Responsibilities:

- Know and understand the Texas Standards for Principals.
- Participate in professional development to understand and implement the Texas Principal Evaluation System.
- Supervise the Texas Principal Evaluation System, and ensure that all steps are conducted according to the approved process.
- Identify the principal's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Principal Summary Rating Form contains accurate information and 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 the Texas Principal Evaluation System to benefit leadership improvement and school performance.
- Effectively participate in the Mid-year and Final Evaluation Conferences.

Texas Standards for Principals

The Texas Principal Standards have been developed as a guide for principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the 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 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 or team meetings.

In schools led by effective principals (instructional leaders), data are used to determine instructional decisions and to 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 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 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 has 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 school-wide 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 but also show 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. Finally, effective principals ensure that faculty and staff have access and opportunity to serve a variety of leadership roles in the school.

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 sources.

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 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.

In schools with effective principals, teachers and staff are motivated and committed to excellence. They are vested in their school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

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 regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

In schools with effective principals, staff believes in and is inspired by the school vision and has high expectations for all students. Staff 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 set of evidence to determine the schools' priorities and set 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 a daily schedule that strategically use time to both maximize instructional time and to 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 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, have clear strategies for meeting those goals, and have 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 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.

Principal Evaluation Rubric Design

The following rubric was developed to align with and exemplify the Texas Principal Standards. The rubric serves as the foundation of the Texas Principal Evaluation System. It should be used throughout the process to monitor principals’ progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school. The Texas Principal Evaluation Rubric should be completed by principals as a self-assessment of the performance during the year. Appraisers will use the rubric to complete their assessment of the principals’ performance for the same time period. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal. Figure 2 provides a guide as to how the rubric is constructed. The complete rubric can be found in the appendix of this User’s Guide.

Each standard is formatted as follows:

- Performance Standard: The standard is 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 Descriptors: an item or term that has the function of describing or identifying knowledge, skills and dispositions that are intended to describe leadership.
- Rating: a classification or ranking of performance based on generalized descriptors related to knowledge skills and dispositions of performance.

Performance Rubric Texas Principal Evaluation					
Performance Standard	Standard 1 – <i>Instructional Leadership</i> . The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator	Indicator A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
Rating	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
Performance Descriptors	<ul style="list-style-type: none"> ☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards ☐ Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills, and concepts are essential to the complete educational development of students. 	<ul style="list-style-type: none"> ☐ Monitors the fidelity of curriculum implementation. ☐ Collaborates with building leadership team to accurately analyze data sources to strengthen implementation of the approved curriculum and the alignment with state standards 	<ul style="list-style-type: none"> ☐ Has a clearly defined plan for implementing the district approved curriculum. ☐ Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum 	<ul style="list-style-type: none"> ☐ Understands and is knowledgeable of the district approved curriculum and its alignment to the state standards 	Comment Required:
	<ul style="list-style-type: none"> ☐ Makes significant and noteworthy contributions toward helping teachers (MOE) adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes 	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ Understands and is knowledgeable of assessment (formative & summative) practices and issues and assessment’s influence on student learning ...and 	
	Evaluator Comments:				

Figure 2: Example of How the Rubric is Constructed

Performance Rating Scale

The following rating scale will be used for evaluating principals:

- 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 the competence on achieving standard(s) of performance. Direct comment is required.

These levels are cumulative across the rows of the rubric. The *Developing* principal may exemplify the skills expected of a principal who is new to the position or an experienced principal who is working in a new school, or who needs a new skill in order to meet the standard. A *Proficient* principal must exhibit the skills and knowledge described under the *Developing* header as well as those under *Proficient*. Likewise, a *Distinguished* principal exhibits all of the skills and knowledge described for that indicator across the row. Occasionally, a principal might not demonstrate evidence of proficiency on a particular indicator. In that case, the *Not Demonstrated* column should be selected. This column may also be used to document evidence that a principal is performing at a level below expectations or below standard. If that column is chosen, then a comment must be made as to why it was selected.

Instructions for Completing the Rubric

To complete the rubric, begin in the first column, *Developing*. If the descriptor listed in the *Developing* column describes the principal's performance throughout the year, mark the box beside the descriptor. Continue to work down the column of *Developing* descriptors. The appraiser should continue to the *Proficient* category and work down that column, marking all of the descriptors that describe the principal's work throughout the year. The appraiser should continue to mark all descriptors that describe the principal's performance under the *Accomplished*, and *Distinguished* categories. Each indicator should be rated in a similar fashion.

Figure 3 provides an example of what a completed indicator might look like. If descriptors cannot be checked, the Principal would be rated as *Not Demonstrated/Needs Improvement* and an explanatory comment is necessary. If descriptors are checked in the *Distinguished* category, the appraiser should provide an explanatory comment in the space provided at the end of the standard.

Standard 1 – <i>Instructional Leadership</i> : The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator A: 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 accurately analyze data sources to strengthen implementation of the approved curriculum and the alignment with state standards	<input checked="" type="checkbox"/> Has a clearly defined plan for implementing the district 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 of the district approved curriculum and its alignment to the state standards	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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Understands and is knowledgeable of assessment (formative & summative) practices and issues and the influence on student learning ... and	
Evaluator Comments:				

Figure 3: Example of How to Complete the Rubric

Scoring the Rubric

The practices within the indicators are cumulative and additive across the rows. To be rated *Distinguished* on any responsibility, the principal must demonstrate all of the practices described under *Developing*, *Proficient*, and *Accomplished*, as well as all of the practices for a *Distinguished* principal.

The example in figure 4 illustrates the scoring method to be used for each indicator. The appraiser will begin at the *Developing* column and check the descriptors the principal demonstrates. The appraiser should rate the principal on all of the descriptors by marking the box beside each descriptor in evidence. If the principal does not demonstrate that descriptor, the appraiser should leave the box blank. If the appraiser cannot check any of the descriptors under the other four columns, the principal is rated *Not Demonstrated/Needs Improvement*. In such cases, the appraiser MUST comment and provide guidance about how the principal needs to proceed toward obtaining the skills described under that indicator. It is also recommended that the appraiser comment on *Distinguished* ratings to explain the rationale for rating a principal at this level.

Scoring the Rubric

Standard 1 – <i>Instructional Leadership</i> . The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator A: 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. Collaborates with building leadership teams to accurately analyze data sources to strengthen implementation of the approved curriculum and the alignment with state standards.	<input type="checkbox"/> Has a clearly defined plan for implementing the district 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 of the district approved curriculum and its alignment to the state standards.	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 of assessment (formative & summative) practices and issues and the influence on student learning.	
Evaluator Comments:				

Figure 4: Scoring Method – cumulative and additive down and across the rating

Principal Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the evaluation practices. 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 their accumulated knowledge into a series of steps that, if followed, will lead to practice. There are many competencies that are inherent in the successful performance of all of the descriptors listed under each of the Texas Principal Standards. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. 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 listed below can be applied to multiple standards and indicators and are absolutely essential for all principals to possess to ensure their success. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school principals.

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century 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** – Understands the students as customers of the work of schooling and 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 is able to 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 and remains informed of 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 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. Knowing what information to communicate and to whom. Relating 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.

Appendix

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 evaluator 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, 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 Forms will help principals, assistant principals, and evaluators 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
 - Mid-year: Progress toward Goal Attainment
 - End-of-year: Goal Attainment
- Principal Summary Rating Form
- Principal Record of Activities

Evaluation Rubric is a composite matrix of the standards, elements and descriptors of the Texas Principal Evaluation System.

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.

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

Performance Rating Scale for Standards 1-5– The following rating scale will be 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 evaluator 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 evaluator must comment about why it was used.

Artifact and Evidence

Artifact

An *artifact* is one of many kinds of tangible by-products produced by a principal, during their annual evaluation cycle, that best reflect their skills on the criterion identified in the performance evaluation rubric. One example of an artifact could be a *Campus Improvement Plan*. The plan would be uploaded into the system and associated with a particular performance standard – in this case, perhaps

Standard I: Instructional Leadership.

The same artifact can be used to support performance as described by other standards and/or elements. Continuing the example, some of the characteristics of the *Campus Improvement Plan* might address instructional strategies that would be found in **Standard 2: Human Capital.**

While the Texas Principal Evaluation System provides some suggested artifacts it is recommended that school systems collaborate with Principals to expand and generate a list of artifacts and evidence by performance standard and/or element that best reflect principal practice and performance expectations as defined by their district.

Evidence

On the other hand, **evidence** is a tangible by-product that can be produced as a result of using an artifact. Further, building on the example above, the adherence and execution of a *Campus Improvement Plan* could result in fewer disciplinary issues and off-task behaviors of students. Accordingly, the data validating a reduction in student disciplinary issues could be uploaded into the *artifact and evidence database* and associated with the appropriate standard or element.

Don't create a portfolio

The ability to upload artifacts and evidence to the software database is to improve the process and procedures accompanying best practice in supervision and evaluation. Artifacts and evidence submission is not intended, and we strongly recommend that the system not be used, as a repository for a portfolio. It is unreasonable to expect a principal and evaluator to spend the time to upload everything a principal might be responsible for into the system to substantiate their performance. Simply, it is unnecessary.

Appropriate use of the artifacts/evidence database

The ultimate decision on the best ways to use artifacts and evidence as part of a principal's evaluation is certainly a district or school decision. However, we do have some suggestions on the ways to use artifacts and evidence that keep this part of the evaluation process meaningful and manageable. Keep in mind that the primary purpose of evaluation is to inspire and inform performance improvement. Second to that, evaluation results can be used in making policy decisions. Below are how we see the best and most appropriate use of artifact and evidence.

Goal Setting: Identify a number of artifacts and evidence that can be used to support a targeted performance goal. Collaboratively determine what artifact and/or evidence would best support a specific strategy detailed within the goal. We would recommend a maximum of four artifacts and/or

evidence per goal. The perfect number of artifacts and evidence, of course, will be dependent on the context of each principal's evaluation.

Discrepancy in performance perception: Due to the dynamic and complex nature of leadership in the school, compounded by the fact that time is a limited resource to evaluators, 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 to stimulate productive conversations about best practice, allowing the principal to explain and substantiate their performance and for the advisor to review the depth and quality of work and clarify performance expectations.

Strategic priorities: School districts may require specific artifacts and/or evidence to be submitted that align with district improvement priorities and goals. For example, a district may require examples of principal developed formative and summative assessments. It is reasonable to expect that a district would want to reduce variability in assessment development practices.

Policy determined: Finally, specific artifacts and evidence may be required as a part of a “corrective” action or performance improvement plan. Typically the process for developing, monitoring and evaluating such plans are specifically spelled out in district policy.

Given the primary purpose of evaluation is for the ongoing growth and development of principals and their practice it is most important to consider which artifacts and evidence are the most valuable to the principal. We recommend that, the agreement on which artifacts and evidence will be submitted will be mutually agreed upon by the principal and their adviser, unless policy dictates otherwise.

McREL's Balanced Leadership 21 Leadership Responsibilities

Responsibility	Avg. r	The extent to which the principal...	Associated Practices
Affirmation	.19	Recognizes and celebrates school accomplishments and acknowledges failures	<p>Systematically and fairly recognizes the accomplishments of teachers and staff</p> <p>Systematically and fairly recognizes and celebrates the accomplishments of students</p> <p>Systematically and fairly recognizes the failures of and celebrates the accomplishments of the school as a whole</p>
Change Agent	.25	Is willing to and actively challenges the status quo	<p>Consciously challenges the status quo Is willing to lead change initiatives with uncertain outcomes</p> <p>Systematically considers new and better ways of doing things</p> <p>Consistently attempts to operate at the edge versus the center of the school's competence</p>
Communication	.23	Establishes strong lines of communication with teachers and among students	<p>Is easily accessible to teachers and staff</p> <p>Develops effective means for teachers and staff to communicate with one another</p> <p>Maintains open and effective lines of communication with teachers and staff</p>
Contingent Rewards	.24	Recognizes and rewards individual accomplishments	<p>Uses performance versus seniority as the primary criteria for rewards and recognition</p> <p>Uses hard work and results as the basis for rewards and recognition.</p> <p>Recognizes individuals who excel</p>
Culture	.25	Fosters shared beliefs and a sense of community and cooperation	<p>Promotes a sense of well-being among teachers and staff</p> <p>Promotes cohesion among teachers and staff</p> <p>Develops an understanding of purpose among teachers and staff</p> <p>Develops a shared vision of what the school could be like</p> <p>Promotes cooperation among teachers</p>

			and staff
Discipline	.27	Protects teachers from issues and influences that would detract from their teaching time or focus	Protects instructional time from interruptions Protects/shelters teachers and staff from internal and external distractions
Flexibility	.28	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	Is comfortable with making major changes in how things are done Encourages people to express diverse opinions contrary to those held by individuals in positions of authority Adapts leadership style to the needs of specific situations Is directive or non-directive as the situation warrants
Focus	.24	Establishes clear goals and keeps those goals in the forefront of the school's attention	Establishes high, concrete goals and expectations that all students meet them Establishes high, concrete goals for curriculum, instruction and assessment practices within the school Establishes high, concrete goals for the general functioning of the school Continually keeps attention on established goals
Ideals & Beliefs	.22	Communicates and operates from strong ideals and beliefs about schooling	Possesses well-defined beliefs about schools, teaching, and learning Shares beliefs about school, teaching, and learning with the teachers and staff Demonstrates behaviors that are consistent with beliefs
Input	.25	Involves teachers in the design and implementation of important decisions	Provides opportunities for teacher and staff input on all important decisions Provides opportunities for teachers and staff to be involved in developing school policies Uses leadership teams in decision-making
Intellectual Stimulation	.24	Ensures that the faculty and staff are aware of the most	Keeps informed about current research and theory on effective

		current theories and practices and makes the discussion of these a regular aspect of the school culture	schooling Continually exposes teachers and staff to cutting- edge research and theory on effective schooling Fosters systematic discussion regarding current research and theory on effective schooling
Involvement in curriculum, instruction and assessment	.20	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.
Knowledge of curriculum, instruction and assessment	.25	Is knowledgeable about current curriculum, instruction, and assessment practices	Possesses extensive knowledge about effective curricular, instructional, and assessment practices Provides conceptual guidance regarding effective classroom practices
Monitor & Evaluate	.27	Monitors the effectiveness of school practices and their impact on student learning	Continually monitors the effectiveness of the school's curricular practices Continually monitors the effectiveness of the school's instructional practices Continually monitors the effectiveness of the school's assessment practices Remains aware of the impact of the school's practices on student achievement
Optimize	.20	Inspires and leads new and challenging innovations	Inspires teachers and staff to accomplish things that might be beyond their grasp Is the driving force behind major initiatives Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things
Order	.25	Establishes a set of standard operating procedures and routines	Provides and reinforces clear structures, rules, and procedures for teachers and staff Provides and reinforces clear structures, rules, and procedures for students Establishes routines for the effective running of the school that teachers and staff understand and follow

Outreach	.27	Is an advocate and spokesperson for the school to all stakeholders	<p>Ensures the school complies with all district and state mandates</p> <p>Is an advocate of the school with the community at large</p> <p>Is an advocate of the school with parents</p> <p>Is an advocate of the school with central office</p>
Relationships	.18	Demonstrates awareness of the personal aspects of teachers and staff	<p>Is informed about significant personal issues within the lives of teachers and staff</p> <p>Maintains personal relationships with teachers and staff</p> <p>Is aware of the personal needs of teachers and staff</p> <p>Acknowledges significant events in the lives of teachers and staff</p>
Resources	.25	Provides teachers with materials and professional development necessary for the successful execution of their jobs	<p>Ensures that teachers and staff have the necessary materials and equipment</p> <p>Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching</p>
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	<p>Is aware of informal groups and relationships among teachers and staff</p> <p>Is aware of the issues in the school that have not surfaced but could create discord</p> <p>Accurately predicts what could go wrong from day to day</p>
Visibility	.20	Has quality contacts and interactions with teachers and students	<p>Makes systematic and frequent visits to the classroom</p> <p>Is highly visible to students, teachers, and parents</p> <p>Has frequent contact with students</p>

Texas Principal Evaluation Forms

The following pages contain the Texas Principal Evaluation forms including the self-assessment, evaluation rubric, principal professional development plan, summary rating form, and optional record of activities. Each form contains a section for principal and appraiser identifying information and a short set of directions on completing the forms.