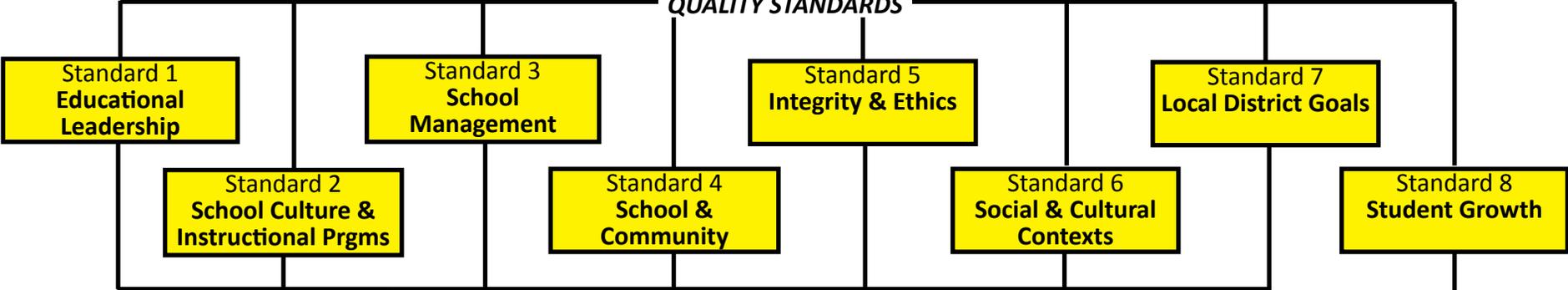


**New Hampshire
Definition of Principal Effectiveness**

QUALITY STANDARDS



Standards Performance Indicators	Other Measures Aligned with NHDOE Guidelines	Portfolio of Evidence and Artifacts
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Secondary <i>Items to be considered but not limited to:</i> <ul style="list-style-type: none"> • Dropout Rate • Graduation Rate • State-wide assessments • SAT/ACT Scores • College Admissions 	Elementary <i>Items to be considered but not limited to:</i> <ul style="list-style-type: none"> • State-wide assessments • DIBELS • NWEA • AIMSWEB • RTI
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Weighting & Scoring Framework:
Based on the complex responsibilities of the school principal, all Standards relative to Professional Practice and Student Growth Measures shall be weighted equally.

Performance Standards



Principal Evaluation Task Force Report April 2012

INTRODUCTION

As a result of changing federal regulations and the availability of funds to support improvements in public education, the New Hampshire Department of Education has undertaken a review of how teachers and principals are evaluated. There is a need to establish a set of principal evaluation standards focused on improving educational leadership. New Hampshire Commissioner of Education, Dr. Virginia Barry, is seeking input from principals on how they should be evaluated.

Dr. Barry has asked the New Hampshire Association of School Principals to establish a Principal Effectiveness and Evaluation Task Force to make recommendations on how principals should be evaluated. The task force includes twelve principals, four assistant principals, and a superintendent. The task force members represent school districts that are geographically diverse and varied in size.

TASK

The New Hampshire Commissioner of Education is seeking input from school principals on how principals should be evaluated. The Principal Effectiveness and Evaluation Task Force has been tasked to:

1. Provide a common definition of effective leadership at the principal level.
2. Identify frameworks that are research-based that might be used for a fair and equitable evaluation process for principals.
3. Develop a set of recommendations that will lead to supporting a framework for preparing, evaluating, and supporting principals.

NEW HAMPSHIRE DEFINITION OF EFFECTIVE PRINCIPALS

Principals should promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

An effective principal promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Principals are educational leaders who promote the success of all students by collaborating with all families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The Definition of an Effective Principal:

Educational Leadership

Effective Principals:

- Promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

School Culture and Instructional Programs

Effective Principals:

- Promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

School Management

Effective Principals:

- Promote the success of all students by ensuring management of the organization, operations, and resources to support a safe, efficient, effective and positive learning environment.

School and Community

Effective Principals:

- Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Integrity and Ethics

Effective Principals:

- Promote the success of all students by acting with integrity and fairness, and in an ethical manner.

Social and Cultural Contexts

Effective Principals:

- Promote the success of all students by understanding, responding to, and influencing the larger social, economic, legal and cultural context.

Local District Goals

Effective Principals:

- Promote and implement the district goals, collaboratively develops and implements building level goals, and develops professional goals which are in concert with and support district and school level goals.

Student Growth

Effective Principals:

- Promote student growth using multiple sources of evidence.

RECOMMENDED PROCEDURES

The Principal Effectiveness and Evaluation Task Force recognizes that there are differences among New Hampshire's school districts. Therefore, any instructions from the task force should allow for adjustments by districts to take into account their local priorities. The task force recommends, however, that the various school districts start from the same basic set of guidelines and principles.

A well-constructed assessment process serves to evaluate the performances and actions of a principal through focusing on specific behaviors that are associated with student learning. Supervisors will be able to evaluate a principal's leadership capabilities and improve teacher and student performance (Wallace Foundation, 2009). It is recommended that the evaluation process be completed by an immediate supervisor who is knowledgeable of the frameworks.

Use of Specific Data/Development of Portfolios:

The evaluation of a principal should reference specific data gleaned from a variety of sources to validate performance in conjunction with the frameworks. Information collected during formal and informal interactions should be considered. Such data should be considered during formative discussions and utilized in making a determination about the principal's performance.

It is recommended that principals collect artifacts (newsletters, schedules, reports, letters etc.) that demonstrate their competencies in a portfolio. Where possible, the portfolio should be organized in such a way that artifacts/products/information are aligned with the frameworks. Information from the portfolio should be shared and discussed with the supervisor on a regular basis. These artifacts can be used during both formative and summative assessments. This information will be especially important in addressing the specific goals that are correlated with the frameworks.

Standards Rubrics:

A set of principal evaluation rubrics, based on the frameworks of the ISLLC standards, has been developed. Supervisors should use this rubric when evaluating a principal (see attachment). Please note that any rubric used should be based on the frameworks.

Interactions/Meetings/Timelines:

For all principals, frequent interaction with their supervisor(s) is necessary. Interactions should be both formative and summative. Formative interactions and assessments can be used to guide a principal's future actions. Summative interactions and assessments provide the principal with an assessment about competence (Condon & Clifford, 2009). It is recommended that principals have an opportunity to meet with their evaluator periodically for formative discussions prior to any summative assessment. Accurate documentation shall be maintained. This should be in the form of shared notes or minutes taken during the meetings. Discussions should reference the frameworks and the goals that have been established in alignment with them.

Evaluating Novice Principals: Novice principals (those with three or fewer years as a principal) should maintain a close, reflective relationship with their supervisor. As a minimum, they should meet quarterly, with the principal receiving formative assessments of performance.

Evaluating Experienced Principals: Experienced principals should meet at least three times per year with a supervisor. The initial and mid-year meetings should be reflective in nature. The final meeting shall be summative in nature. Experienced principals should be evaluated at least once every three years.

The supervisor should meet with the principal to establish a priority order of the standards. The principal and supervisor should try to adjust the evaluation period so that it coincides with the normal three year recertification cycle.

Timeline(s)

August/September: Goal setting consultation between principal and supervisor

- Establish SMART goals (*Specific, Measurable, Attainable, Realistic, and Timely*)
- Determine which standards are to be addressed
- Set specific timelines
- Determine responsibilities
- Discuss resources and supports

January/February: Mid-year progress consultation/update

- Review SMART goals
- Modify goals as needed
- Review performance status
- Supervisor provides a brief written summary (within 15 days)

May/June: Summative conference

- Principal shares portfolio information/artifacts with supervisor
- Principal reflects on goals
- Supervisor provides a rubric-based assessment (with written response within 15 days)

References

Assessing the effectiveness of school leaders: New directions and new processes. Perspective. (2009). New York: Wallace Foundation. (ERIC Document Reproduction Service No. ED504428)

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Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC: Author. Retrieved May 18, 2011 from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED481972)

New Hampshire Principal Evaluation Frameworks

Educational Leadership	A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished
1A - The school's vision reflects the District's mission	Has not articulated the school's vision.	Has developed a vision separate from shareholder input/need.	Has developed a vision among shareholders. Relationship between vision and mission is clear.	School vision has been developed with and among shareholders, and reflects the District's mission.
1B - The administrator listens, analyzes and responds to issues related to the needs of the school community.	Fails to recognize or acknowledge problems or issues related to the needs of the school community.	Is a selective listener and minimally participates in resolving concerns of the school community. The administrator attempts clear communication but is not always understood.	Is an active listener; analyzes problems and effects clear and appropriate responses.	Demonstrates active listening and is insightful; recognizes emerging problems and issues; helps facilitate solutions and directs staff to appropriate resources.
1C - The vision of the school is communicated to students, parents, staff, district office personnel, and community members.	Has no formal methods for communicating the vision.	Communicates the school's vision only when necessary.	Communicates the school's vision regularly with parents and those connected directly with the school using limited methods.	Utilizes a variety of mediums to pro-actively communicate the vision of the school to parents and other school community members.
1D - The District's mission shapes the educational plan and actions within the school.	No relationship exists between the District's mission and the school's vision.	A relationship between the District's mission and school's vision exists to an extent; however, knowledge is not tied to planning and assessment.	Though educational plans and actions within the school reflect the District's mission, planning and assessment processes are not yet fully in place.	Educational plans and actions within the school are clearly tied to the District's mission. Planning and assessment processes are clearly in place.

School Culture & Instructional Programs		A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished	
2A - Promotes student growth and development.	Fails to set student-centered goals and reasonable expectations for students.	Establishes limited goals, an unclear vision and has minimal expectations for students.	Establishes clear goals, visions and reasonable expectations for students, with some assessment processes in place.	Establishes clear and attainable goals for students, with high expectations and clear assessment processes and procedures.	
2B - Applies learning and motivational theories.	Does not attempt to apply learning and motivational theories within the building.	Has been exposed to motivational theories. Minimally applies these theories as appropriate within the building. Teachers applying these theories receive minimal support.	Has functional knowledge of learning and motivational theories and creates opportunities to implement strategies based upon research. Teachers applying these theories receive adequate support.	Investigates innovative learning and motivational theories and consistently reflects on existing practices. Application and practice is consistently exhibited throughout the building.	
2C - Promotes the design, implementation, evaluation and refinement of curriculum.	Does not encourage teachers to design, implement or evaluate curriculum, and has little or no knowledge of the existing curriculum.	Encourages teachers to design, implement, evaluate or refine curriculum and has limited knowledge of existing curriculum across disciplines.	Encourages teachers to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines.	Encourages teachers to design, implement, evaluate and refine curriculum, makes appropriate suggestions and has a thorough knowledge of existing curriculum.	
2D - Encourages, implements and assesses methods of effective instruction.	Has no knowledge of effective teaching practices, fails to evaluate and assess instructional strategies or does not research methods to improve the school's education program.	Has limited knowledge of effective teaching practices and makes a minimal effort to assess the school's instructional strategies and research methods to improve the school's education program.	Has a functional knowledge of effective teaching practices, acknowledges current methods and practices, and regularly evaluates and seeks to improve the school's education program.	Possesses an extensive command of the most recent and effecting teaching practices. Effectively encourages the development and implementation of sound instructional practices and effectively evaluates instructional education programs throughout the building.	
2E - Recognizes and provides for diverse learners.	Does not recognize or provide for diverse learners.	Recognizes and provides for diverse learners on a limited basis when specifically requested/required.	Recognizes and provides for diverse learners, and develops strategies to enhance opportunities for diverse learners.	Accommodates diverse learners, and collaborates with faculty to implement strategies for improved learning opportunities for all students.	

2F - Facilitates and encourages professional development for self and staff members	Does not support or participate in professional development activities for self and staff members.	Participates in and supports professional development for self and staff members when convenient, required, or needed for certification.	Is actively involved in the planning and implementation of professional development activities, seeking opportunities to enhance knowledge and skills for self and staff members.	Works with staff to assess professional development needs and actively seeks opportunities to provide professional and relevant growth experiences for all staff.
2G - Promotes technology use among students, staff and teachers.	Has little to no knowledge in the use of technology and fails to research any current instructional methods and practices.	Has limited knowledge of technology and knows little of the latest instructional methods and practices.	Has functional knowledge of effective technology uses and supports current methods and practices among students and staff.	Possesses extensive knowledge of the latest trends in technology and actively involves the faculty and students in school-wide implementation.
2H - Supports and facilitates the change process for the organization and the individuals within it.	Does not attempt to understand or facilitate the change process within the organization.	Has minimal knowledge of the change process and takes a minor role as a facilitator for those experiencing change.	Has a comprehensive understanding of the change process and recognizes the levels of change in individuals. Facilitation is clearly evident.	Demonstrates a comprehensive knowledge of the change process. Facilitation is extensive among staff. Measurement, evaluation and assessment strategies are used to promote positive change within the organization.

School Management		A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective, and positive learning environment.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished	
3A - Ensures proper maintenance of facility.	Fails to recognize and communicate facility needs.	Recognizes needs and communicates at the building level.	Recognizes and communicates facility needs and communicates with appropriate District personnel to resolve concerns.	Recognizes both present and future facility needs and communicates with appropriate District personnel in a timely manner to resolve concerns.	
3B - Provides a safe school environment.	Fails to implement emergency drills and procedures.	Minimally follows emergency procedures.	Provides for systematic emergency drills, training, and revisions as needed.	Provides comprehensive emergency drills, involving shareholders and public safety officials in planning and execution of drills.	
3C - Manages staff.	Fails to recognize staffing issues.	Manages human resources and recognizes staffing needs.	Manages human resources responsibly, efficiently and effectively in a collaborative manner while addressing staff needs.	Anticipates potential staff problems and utilizes effective problem-solving skills in a collaborative manner while addressing staff needs.	
3D - Maintains accurate records and maintains confidentiality.	Has no system for maintaining accurate records or submits reports late, or does not maintain confidentiality.	Returns reports with minimal information and maintains confidentiality.	Submits reports in an efficient, timely and succinct manner; maintains confidentiality.	Develops a system for maintaining complete records, anticipates problems, adheres to all timelines when submitting reports, uses technology to maintain accurate records; maintains confidentiality.	
3E - Develops and maintains a positive school culture.	Makes no obvious attempts to develop a positive school culture.	Demonstrates adequate knowledge of the school culture and gathers feedback to develop a positive school culture.	Actively promotes a positive school culture to the school community. Encourages feedback and involvement from staff, students and community when developing the culture, and maintains this positive approach as a school priority.	Successfully maintains a positive environment by promoting activities and programs that enhance positive school culture. Feedback from staff, students, parents and the community is utilized to sustain positive growth.	

School & Community		A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished	
4A - Demonstrates knowledge of the issues that impact the school and community.	Possesses an inadequate knowledge of community issues.	Has a limited knowledge of issues.	Utilizes knowledge of emerging issues to develop school programs.	Consistently explores additional information and resources to develop programs.	
4B - Recognizes diversity and actively promotes acceptance and tolerance within the school environment.	Insensitive to diversity or fails to promote tolerance in the school environment.	Possesses rudimentary understanding of diversity and tolerance.	Creates an atmosphere where diversity is recognized and valued.	Advocates for a variety of student and staff activities that celebrate tolerance and diversity.	
4C - Promotes the role of the school as an integral part of the community.	Has no understanding of the role of community resources that can affect success for students.	Has a basic knowledge of community resources and makes minimal efforts to utilize these resources.	Utilizes community resources to assist in addressing issues and achieving school community goals.	Is highly visible and actively engages community resources to promote success for students.	

Integrity & Ethics		A principal is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished	
5A - Demonstrates professional leadership.	Demonstrates little or no leadership.	Demonstrates leadership sporadically but lacks consistency.	Demonstrates a leadership style that promotes stability and confidence.	Demonstrates values, beliefs, and attitudes that sets a high standard for the school community to follow.	
5B - Models professional ethics.	Demonstrates unprofessional behavior that negatively impacts the school community.	Inconsistently displays professional ethics and demeanor in daily interactions with members of the school community.	Displays professional ethics and demeanor in daily interactions with members of the school community.	Displays and encourages professional ethics and demeanor in daily interactions with members of the school community.	
5C - Treats members of the school community fairly and respectfully.	Displays a lack of respect for members of the school community.	Inconsistently demonstrates respect for members of the school community.	Consistently demonstrates respect for members of the school community.	Treats members of the school community in a fair, equitable and dignified manner that respects confidentiality as well as individual rights at all times.	

Social & Cultural Contexts		A principal is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished	
6A - Influences the school culture, which promotes the best interests of members of the school community.	Fails to promote a positive and safe school environment.	Minimally addresses school culture issues.	Consistently promotes, models and communicates a positive school culture.	Consistently promotes, models, and communicates a positive school culture in response to the larger political, social, economic, legal and cultural context.	
6B - Ensures that communication occurs among the school community concerning issues and potential changes in the school.	Fails to communicate effectively with shareholders regarding trends and issues.	Communicates only when necessary.	Initiates and maintains appropriate communication with shareholders.	Takes a pro-active approach in communicating with all shareholders.	
6C - Facilitates processes that ensure the school community works within the framework of policies, laws and regulations enacted by the local, state and federal authorities.	Fails to follow policies, laws and regulations.	Usually knows and follows policies, laws and regulations.	Knows and consistently follows policies, laws and regulations.	The administrator possesses comprehensive knowledge and fully implements policies, laws and regulations.	

Local District Goals	A principal promotes and implements the District goals, collaboratively develops and implements building level goals, and develops professional goals which are in concert with and support District and school level goals.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished
7A - Implements the school District's goals.	Fails to adopt and promote District goals.	Adopts District goals and addresses them.	Adopts District goals and consistently promotes these goals.	Adopts, promotes, and is part of the creation of District goals taking significant steps to implement them.
7B - Implements building level goals.	Fails to develop and/or promote implementation of the school's goals.	Attends to the formation and implementation of building goals.	Develops a plan to implement building goals which reflect District goals.	Consistently promotes building goals with a strategic plan which reflects the District goals.
7C - Insures that building goal development includes input from shareholders.	Includes few shareholders in the development or implementation of building level goals.	Includes building level shareholders in the formation and implementation of building level goals.	Invites district-wide staff to participate in the development and implementation of goals for the building.	Invites community shareholders at large to participate in the development, promotion and implementation of building level goals.

Student Growth	A principal is an educational leader who promotes student growth using multiple sources of evidence.			
Performance Indicators:	Unsatisfactory	Emerging	Proficient	Distinguished
8A – Individual and Collective Student Growth	Fails to use multiple sources of evidence to promote or plan for individual and collective student growth.	Minimally addresses individual and collective student growth.	Consistently promotes individual and collective student growth.	Takes a proactive approach and possesses comprehensive knowledge and skills in sustaining individual and collective student growth.
8B – Development of Programs or Interventions	Fails to take any corrective actions involving programs or interventions.	Creates programs or interventions but minimally uses the collected evidence to measure program success.	Initiates and maintains the development of programs and interventions that promote student growth.	Continuously promotes a comprehensive plan for program or intervention implementation.
8C - Shows Progression of Student Growth	Fails to monitor student progress and shows little or no progress made in student growth.	Monitors student progress and shows progression in student growth.	Establishes systems for monitoring progress, accurately measures student achievement and experiences targeted gains in student growth.	Continuously promotes, evaluates and documents the intended outcomes of student growth.