

Performance Management Appraisal System



for
**Principals and
Assistant Principals**

Revised August 2008

Performance Management Appraisal System

2007-2008 COMMITTEE

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Introduction

The Cincinnati Public Schools' administration and the Cincinnati Association of Administrators and Supervisors (CAAS) have worked collaboratively to develop a performance management evaluation for school leaders. The need for an enhanced appraisal process came as a result of a district audit conducted by McKinsey & Company in 2007. McKinsey identified a need for the district to develop an evaluation process aligned to the district's Strategic Plan with outcome-based measures.

The Board of Education charged the Strive Collaborative to assist the district's administration in the design and implementation of the McKinsey recommendations. Therefore, a Performance Management Team was formed consisting of Cincinnati Public Schools' administration and Strive partners. This team worked to design the structure of the evaluation process.

The system highlights both behaviors and the effectiveness of those behaviors reflected through results. The new evaluation instrument is a part of the design for the performance management system which encompasses:

- 1. Goals**
- 2. Standards**
- 3. Scorecards**
- 4. Surveys**
- 5. Professional Development**

The Ohio Principal Evaluation System, produced by the Ohio Department of Education, was used to inform the work of the Cincinnati Public Schools' team as the structure was developed for goals and standards.

Goals

School leaders will develop goals for each of the following standards:

1. Continuous Improvement
2. Instruction
3. School Operations

4. Collaboration
5. Parents/Community Engagement

Each goal will be **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-Based. Goals are expected to be consistent with the district's strategic plan, reflect the school's needs assessment and be aligned to the school's OnePlan. Goal development should be informed by data. Possible data sources may include: academic student data, district targets, school targets, self evaluations, professional development plans, and feedback from supervisor and peers.

Standards

By design, the language in each standard serves to remind us that “the success of all students” is central to all we do as school leaders. In order for these global standards to serve a meaningful purpose, they must be connected to specific responsibilities of school leaders. Therefore, in addition to school leaders identifying a goal for each standard, they will also be evaluated against clearly defined traits and skills called indicators.

Standard 1 – Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving goals.

Standard 2 – Instruction

Principals support the implementation of high quality standards-based instruction that results in higher levels of achievement for all students.

Standard 3 – School Operations/Resources

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard 4 – Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Standard 5 – Parents & Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

Scorecards

Scorecards are tools that provide a quantitative picture of measurable activity and monitor the progress of goals and targets. Scorecards will be a part of the conversation between the school leader and supervisor on a monthly basis.

Surveys

Another aspect of the system highlights a survey-based assessment. The 360° Survey will be used for professional growth. This survey will not be a part of the school leader's evaluation. The 360° survey will be used to identify areas of professional development. It is recommended that the survey be completed by teachers and the school leader's supervisor.

Professional Development

Leadership modules developed by Southern Regional Education Board (SREB) will be provided for school leaders to address professional development needs identified through the 360° Survey. Training in the SREB modules will be provided for the following topics:

1. Using Data to Focus Improvement
2. Creating a High-Performance Learning Culture
3. Using Root Cause Analysis to Reduce Student Failure
4. Building and Leading Effective School Improvement
5. Leading School Change to Improve Student Achievement
6. Coaching for School Improvement
7. Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness
8. Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals

Our goal, through the leadership evaluation system, is to advance the practice of using standards and goals to drive continued growth and development of all school leaders.

Coaching and Assistance

Built into the Performance Appraisal for Principals is *coaching and assistance for first and second year principals*. Principals who start after September 30th of the current school year will not be placed on annual or considered a first-year principal (in the evaluation system) until the following school year. These principals will be evaluated on the annual without goals. The principal will receive assistance from the Principal Coach assigned and the Instructional Support Team Principal.

First- and second-year principals should receive assistance and coaching from Instructional Support Team Principals in standards including, but not limited to, Continuous Improvement and Instruction. First- and second-year principals should receive assistance and coaching from Principal Coaches in standards including, but not limited to, School Operations, Collaboration and Parents/Community Engagement. Principal Coaches should visit the school of the first- and second-year principal at least once per semester and more frequently if necessary.

Coaching is a tool to provide new principals the support needed to become successful and to build capacity within Cincinnati Public Schools and is non-evaluative.

Possible Examples of Assistance:

Coach's Role: Non-Evaluative

- Assistance with Staffing
- Assistance with TAC and the budget process
- Assistance with Time Management issues
- Crisis Planning

IST Principal's Role: Non-Evaluative:

- Attend ILT meetings
- Assist with the Change Process
- One Plan
- Monitoring Data

Intervention

A principal placed on intervention will develop an ACTION PLAN with their evaluator. The Action Plan should include recommendations from the supervisor on how to improve areas of concern. The supervisor will determine next steps with the principal.

If an administrator is negatively impacting the health and safety of the school, then the superintendent and/or designee will determine intervention and next steps.

It is the responsibility of the administrator being placed on intervention to notify CAAS if they wish to have assistance with the process.

NOTE: The intervention process is still under development and will be finalized during the 2008-2009 school year. It will be rolled out at a future leadership meeting.

Standard 1- Continuous Improvement (25%)

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Performance Indicators, Evidence and Rubrics

1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.

Possible Evidence:

- School vision discussion
- ILT minutes reflecting discussion of OnePlan
- LSDMC minutes reflecting discussion of OnePlan
- Correlate/committee minutes reflecting discussion of OnePlan
- Administrative/Team/Department meeting minutes reflecting vision discussion
- Staff, ILT, LSDMC, PTA, or PTO meetings reflecting OnePlan vision
- School vision articulated by all stakeholders

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader has created a vision of success within a timely written OnePlan that attempts to ensure the success of all students. The vision is developed through effective consensus building with the school community including ILT and LSDMC. This OnePlan shows evidence that interventions and enrichments of individual students are planned.

Accomplished – There is clear evidence that the school leader has created a vision of success within a timely written OnePlan that attempts to ensure the success of all students. The vision is developed through effective consensus building with the school community including ILT and LSDMC.

Proficient – There is some evidence that the school leader has created a vision that attempts to ensure the success of all students by writing a OnePlan that is completed on schedule and that is applied consistently throughout the school.

Unsatisfactory – There is little or no evidence that the school leader has created a vision for the school by writing a OnePlan.

1.2 Tracks the implementation of the OnePlan by regularly monitoring, evaluating, and revising the plan.

Possible Evidence:

- Monitoring and adjusting forms for each section of the OnePlan
- Documentation of classroom visits
- Documentation of test data analysis/benchmarks
- Evidence of personal/professional goal setting with teachers that pertains to student achievement
- Documentation of principal attendance or involvement in teacher meetings; if applicable, SIP meetings
- Collecting team or department minutes

- Principal review of mid-terms, report cards, teacher quarterly newsletter, phone logs, conference sign-in sheets

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader uses a variety of data to monitor if the vision is being implemented as planned and has monitoring documents to substantiate this.

Accomplished – There is clear evidence that the school leader uses a variety of data to monitor if the vision is being implemented as planned.

Proficient – There is some evidence that the school leader uses data to monitor if the vision is being implemented as planned.

Unsatisfactory – There is little or no evidence that the school leader has considered using data to monitor if the vision is being implemented as planned.

1.3 Communicates the OnePlan to school staff, parents, school partners, and other key stakeholders.

Possible Evidence:

- Annual OnePlan presentation to parents
- OnePlan presentations to staff, LSDMC, and Partner in Education (agendas, meeting minutes)

Rubric:

Distinguished – There is clear and pervasive evidence that the vision in the OnePlan is effectively communicated and reinforced by the school leader throughout the school year to the school’s learning communities through team meetings, information sessions, parent nights and other media.

Accomplished – There is clear evidence that the school leader periodically communicates the vision in the OnePlan to the school community.

Proficient – There is some evidence that the school leader communicates the vision in the OnePlan to the school community.

Unsatisfactory – There is little or no evidence that the school leader communicates the vision in the OnePlan to the school community.

1.4 Uses a variety of data to monitor if the vision is being implemented.

Possible Evidence:

- Administrative/Team/Department minutes or intervention plans that reflect flexible grouping
- Summary of best practices in the school
- Classroom Walk Throughs/class visits
- Student test data disaggregation
- Documentation of school performance-based assessments
- Analysis of standardized tests (OAT, OGT, PLAN, ACT, DEP, AP Exams, COMPASS, SAT, etc.)
- Documentation of lesson plans aligned to standards

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader directs staff to disaggregate test data and group and regroup students for instruction according to individual areas of strength and weakness outside of the literacy block.

Accomplished – There is clear evidence that the school leader directs staff to disaggregate test data and group and regroup students for instruction according to areas of strength and weakness.

Proficient – There is some evidence that the school leader directs staff to disaggregate test data and group and regroup students for instruction according to areas of strength and weakness.

Unsatisfactory – There is little or no evidence that the school leader directs staff to disaggregate test data and group and regroup students for instruction according to areas of strength and weakness.

1.5 Monitors the use of assessments used to measure student learning.

Possible Evidence:

- Administrative/Team/Department minutes or intervention plans that reflect flexible grouping
- Summary of best practices in the school
- Classroom Walk Throughs/class visits
- Student test data disaggregation/Dashboard
- Documentation of school performance-based assessments
- Analysis of standardized tests (OAT, OGT, PLAN, ACT, DEP, AP Exams, COMPASS, SAT, etc.)
- Documentation of lesson plans aligned to standards

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader monitors the staff's use of a variety of assessments to monitor student learning and provide a well-rounded education.

Accomplished - There is clear evidence that the school leader monitors the staff's use of a variety of assessments to monitor student learning and provide a well-rounded education.

Proficient - There is some evidence that the school leader monitors the staff's use of a variety of assessments to monitor student learning and provide a well-rounded education.

Unsatisfactory - There is little or no evidence that the school leader monitors the staff's use of a variety of assessments to monitor student learning and provide a well-rounded education.

Standard 2- Instruction (20%)

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Performance Indicators, Evidence and Rubrics

2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio Academic Content Standards and curriculum priorities in the school and district.

Possible Evidence:

- Administrative/Team/Department minutes or intervention plans that reflect flexible grouping
- Summary of best practices in the school
- Classroom Walk Throughs/class visits
- Student test data disaggregation/Dashboard
- School performance-based assessments
- Lesson plans aligned to standards
- OnePlan – academic needs assessment and school’s instructional goals (all four subjects)

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader facilitates the staff’s understanding of academic standards and related assessments. The school leader leads the staff in the analysis of curriculum and instructional alignment by monitoring implementation between classrooms, grade levels, groups and content levels.

Accomplished – There is clear evidence that the school leader facilitates the staff’s understanding of academic standards and related assessments. The school leader leads the staff in the analysis of curriculum and instructional alignment by monitoring implementation between classrooms, grade levels, groups and content levels.

Proficient – There is some evidence that the school leader facilitates the staff’s understanding of academic standards and related assessments. The school leader leads the staff in the analysis of curriculum and instructional alignment by monitoring implementation between classrooms, grade levels, groups and content levels.

Unsatisfactory – There is little or no evidence that the school leader facilitates the staff’s understanding of academic standards and related assessments. The school leader leads the staff in the analysis of curriculum and instructional alignment by monitoring implementation between classrooms, grade levels, groups and content levels.

2.2 Principals ensure instructional practices are effective and meet the needs of all students; including students identified as gifted, students with disabilities, ELL, and at-risk students.

Possible Evidence:

- Administrative/Team/Department minutes or intervention plans that reflect flexible grouping
- Summary of best practices in the school
- Classroom Walk Throughs/class visits
- Student test data disaggregation/Dashboard
- Documentation of school performance-based assessments
- Analysis of standardized tests

- Lesson plans aligned to standards (principal lesson plan monitoring checklist)

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader monitors the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.

Accomplished – There is clear evidence that the school leader monitors the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.

Proficient – There is some evidence that the school leader monitors the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.

Unsatisfactory – There is little or no evidence that the school leader monitors the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.

2.3 Principals understand, encourage, and facilitate the effective use of data by staff.

Possible Evidence:

- Monitors the use of the dashboard as one of a variety of techniques used to measure student learning
- Administrative/Team/Department minutes or intervention plans that reflect flexible grouping
- Summary of best practices in the school
- Classroom Walk Throughs/class visits
- Student test data disaggregation/Dashboard
- Documentation of school performance-based assessments
- Analysis of standardized tests
- Lesson plans aligned to standards (principal lesson plan monitoring checklist)
- Data meetings with teachers and/or teams

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader facilitates the staff’s understanding and the use of data to effectively drive instruction.

Accomplished – There is clear evidence that the school leader facilitates the staff’s understanding and the use of data to effectively drive instruction.

Proficient – There is some evidence that the school leader facilitates the staff’s understanding and the use of data to effectively drive instruction.

Unsatisfactory – There is little or no evidence that the school leader facilitates the staff’s understanding and the use of data to effectively drive instruction.

2.4 Principals provide training and support teacher’s use of technology effectively.

Possible Evidence:

- Classroom visits observing the use of technology
- OnePlan – academic needs assessment and school’s instructional goals
- ILT, correlate, department, LSDMC, or team minutes

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader provides opportunities for teachers to receive technology training and monitors implementation during instruction.

Accomplished – There is clear evidence that the school leader provides opportunities for teachers to receive technology training and monitors implementation during instruction.

Proficient – There is some evidence that the school leader provides opportunities for teachers to receive technology training and monitors implementation during instruction.

Unsatisfactory – There is little or no evidence that the school leader provides opportunities for teachers to receive technology training and monitors implementation during instruction.

Standard 3- School Operations/Resources (20%)

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Performance Indicators, Evidence and Rubrics

3.1 Principals institute procedures and practices to support staff and students and establish an environment that is safe and conducive to learning.

Possible Evidence:

- School discipline plan/Positive School Culture plan
- Minutes for discipline committee
- School crisis plan
- Emergency management plan
- Documentation of specific school procedures
- Student and staff handbooks
- Visitor procedures

Rubric:

Distinguished - There is clear and pervasive evidence that, on an ongoing basis, the school leader is working with all stakeholders to lead the design, development, promotion, and evaluation of a comprehensive safety and security plan to ensure an environment that values and rewards teaching and learning.

Accomplished - There is clear evidence that the school leader creates, manages, and evaluates the safety and security plan to ensure an environment that values and rewards teaching and learning.

Proficient - There is some evidence that the school leader is working with stakeholders to lead the design, development, promotion and evaluation of a comprehensive safety and security plan to ensure an environment that values and rewards teaching and learning.

Unsatisfactory - There is little or no evidence the school leader is working with stakeholders to lead the design, development, promotion and evaluation of a comprehensive safety and security plan to ensure an environment that values and rewards teaching and learning.

3.2 Principals create a nurturing learning environment that addresses the physical, behavioral, and mental health needs of all.

Possible Evidence:

- Wellness plans
- Partnership with outside agencies
- Documentation of walk throughs of facility with plant operator
- Positive School Culture plan
- Culturally responsive practices are in place
- Examples of positive recognition of staff and students
- Meeting minutes

Rubric:

Distinguished - There is clear and pervasive evidence that the school leader has promoted and identified resources and strategies to address the academic, physical and mental health needs of students and staff by developing partnerships with staff, students, parents, and community providers.

Accomplished - There is clear evidence that the school leader has promoted and identified resources and strategies to address the academic, physical and mental health needs of students and staff by developing partnerships with staff, students, parents, and community providers.

Proficient - There is some evidence that the school leader has promoted and identified resources and strategies to address the academic, physical and mental health needs of students and staff by developing partnerships with staff, students, parents, and community providers.

Unsatisfactory - There is little or no evidence that the school leader has promoted and identified resources and strategies to address the academic, physical and mental health needs of students and staff by developing partnerships with staff, students, parents, and community providers.

3.3 Principals allocate resources, including technology, to support student and staff learning.

Possible Evidence:

- School-wide budget
- OnePlan – academic needs assessment and school’s instructional goals
- Summer school budget
- Grants

Rubric:

Distinguished - There is clear and pervasive evidence that the school leader has engaged the staff in procuring additional funding and aligning financial, human and material resources, including technology (general budget, grants, etc.) targeted to support student and staff learning that result in improved student performance. There is clear and pervasive evidence that the school leader initiates and develops the use of technology to manage school operations that result in improved student performance.

Accomplished - There is clear evidence that the school leader develops a school budget and procures additional financial resources for the school to support student and staff learning that aligns financial, human, and material resources (general budget, grants, etc.). There is clear evidence that the school leader assesses the use of technology in the context of school operations.

Proficient - There is some evidence that the school leader manages the budget and identifies and equitably allocates resources to support student and staff learning. There is evidence that the principal use technology effectively to manage school operations.

Unsatisfactory - There is little or no evidence that the school leader aligns financial, human and material resources (general budget, grants, etc.) to set goals or keeps within budget to support student and staff learning. There is little or no evidence that the school leader uses technology to manage school operation.

3.4 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

Possible Evidence:

- Documentation of quarterly civil service meeting
- Suspension or expulsion forms

- IEP, WEP, LEP
- Procedural checklist for the opening and closing of the school year
- ILT, LSDMC minutes documenting budget decisions
- LSDMC composition list
- Documentation for special education compliance
- Documentation for staff attendance at required meetings
- Documentation of TES
- Evaluations
- Documentation supporting board policy (i.e., A2S/A2E)

Rubric:

Distinguished - There is clear and pervasive evidence that, on an ongoing basis, the school leader makes all management decisions in a way that promotes the school's vision while following all board policies, practices and collective bargaining agreements.

Accomplished - There is clear evidence that, on an ongoing basis, the school leader makes most management decisions in a way that promotes the school's vision while following all board policies, practices and collective bargaining agreements.

Proficient - There is some evidence that, on an ongoing basis, the school leader makes management decisions in a way that promotes the school's vision while following all board policies, practices and collective bargaining agreements.

Unsatisfactory - There is little or no evidence that, on an ongoing basis, the school leader makes management decisions in a way that promotes the school's vision while following all board policies, practices and collective bargaining agreements.

Standard 4- Collaboration (20%)

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Performance Indicators, Evidence and Rubrics

4.1 Principals promote a collaborative learning culture.

Possible Evidence:

- Team meeting minutes
- ILT minutes
- Staff handbook
- Master schedules showing common team planning times
- Needs assessment information regarding communication among staff
- Documentation of celebrations of student and staff accomplishments accompanied by evidence of each point
- Parent conferences and meetings
- Partnerships with outside agencies
- Boosters, foundations, PTA/PTO

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader designs, establishes and reinforces practices and structures that create and maintain a collaborative learning culture, including all stakeholders.

Accomplished – There is clear evidence that the school leader designs, establishes and reinforces practices and structures that create and maintain a collaborative learning culture, including all stakeholders.

Proficient – There is some evidence that the school leader designs, establishes and reinforces practices and structures that create and maintain a collaborative learning culture, including all stakeholders.

Unsatisfactory - There is little or no evidence that the school leader designs, establishes and reinforces practices and structures that create and maintain a collaborative learning culture, including all stakeholders.

4.2 Principals share leadership with staff, students, parents, and community members.

Possible Evidence:

- LSDMC agendas and minutes
- Annual LSDMC goals and by-laws
- Principal and community meeting notes, flyers, etc.
- Student council agendas/minutes
- Committee meeting minutes showing delegation of responsibilities across school events
- PTO agendas and minutes
- Community learning centers

Rubric:

Distinguished – There is clear, pervasive, and consistent (monthly) evidence that the school leader actively involved the ILT and LSDMC in the decision-making process on an ongoing basis as it relates directly to student learning.

Accomplished – There is clear evidence that the school leader actively involved the ILT and LSDMC in the decision-making process on an ongoing basis as it relates directly to student learning.

Proficient – There is some evidence that the school leader actively involved the ILT and LSDMC in the decision-making process on an ongoing basis as it relates directly to student learning.

Unsatisfactory – There is little or no evidence that the school leader actively involved the ILT and LSDMC in the decision-making process on an ongoing basis as it relates directly to student learning.

4.3 Principals support and advance the leadership capacity of all educators

Possible Evidence:

- Learning Team Facilitator meeting minutes
- Lead Teacher/Level Leader/Department Chairs and Principal meeting minutes
- ILT meeting agendas and minutes
- Program Facilitator meeting minutes
- Documentation of teacher mentoring

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader creates growth opportunities for staff, students, parents, and community members and also encourages other educators to assume leadership roles outside of the school building.

Accomplished – There is clear evidence that the school leader creates growth opportunities for staff, students, parents, and community members and also encourages other educators to assume leadership roles outside of the school building.

Proficient – There is some evidence that the school leader creates growth opportunities for staff, students, parents, and community members and also encourages other educators to assume leadership roles outside of the school building.

Unsatisfactory – There is little or no evidence that the school leader creates growth opportunities for staff, students, parents, and community members and also encourages other educators to assume leadership roles outside of the school building.

4.4 Promotes development activities at the school, team, classroom, and family/parent levels.

Possible Evidence:

- Staff meeting agendas
- School calendar – evidence of professional development
- Principal presents or discusses professional development implementation within the classrooms, including special education and gifted education. This may include classroom visits.
- Team/Department minutes reflecting on-site coaching
- OnePlan – academic needs assessment and school's instructional goals
- Documentation of principal-initiated professional development
- Mayerson course registration/plan for staff in-service
- OnePlan – planning team membership
- Classroom visits

- Flyers from parent involvement events (Math Night, Reading Night, Open House, Curriculum Nights, etc.)
- Parenting classes offered by outside agencies (on- or off-site)
- College information nights for families
- Documentation of college/career readiness, transitions
- Transition meetings
- School newsletter

Rubric:

Distinguished – There is clear and pervasive evidence that the school leader designs practices and structures that create and maintain a collaborative learning culture and that allow staff, students, parents and community members increasing levels of teamwork and decision making.

Accomplished – There is clear evidence that the school leader designs practices and structures that create and maintain a collaborative learning culture and that allow staff, students, parents and community members increasing levels of teamwork and decision making.

Proficient – There is some evidence that the school leader designs practices and structures that create and maintain a collaborative learning culture and that allow staff, students, parents and community members increasing levels of teamwork and decision making.

Unsatisfactory – There is little or no evidence that the school leader designs practices and structures that create and maintain a collaborative learning culture and that allow staff, students, parents and community members increasing levels of teamwork and decision making.

Standard 5- Parents & Community Engagement (15%)

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

Performance Indicators, Evidence and Rubrics

5.1 Principals use community resources to improve student learning.

Possible Evidence:

- Open House announcement
- Parent/Teacher conference night invites
- Parent workshops – curriculum nights
- Evidence of PTO/PTA meetings – agendas, minutes, etc.
- Monthly parent involvement reports
- Documentation of university tutoring

Rubric:

Distinguished - There is clear and pervasive evidence that the school leader establishes ongoing partnerships with area businesses, institutions of higher learning and/or community groups to strengthen programs that support school goals.

Accomplished - There is clear evidence that the school leader establishes ongoing partnerships with area businesses, institutions of higher learning and/or community groups to strengthen programs that support school goals.

Proficient - There is some evidence that the school leader establishes ongoing partnerships with area businesses, institutions of higher learning and/or community groups to strengthen programs that support school goals.

Unsatisfactory - There is little or no evidence that the school leader sees any potential benefit in developing partnerships or lines of communication with community and family service organizations.

5.2 Principals involve parents and community members in improving student learning.

Possible Evidence:

- Community volunteer reports
- Tutoring program documentation
- Partner in Education
- LSDMC notes
- School newsletter
- Newsletter information
- Documentation of community involvement
- Documentation of parent academic workshop

Rubric:

Distinguished - There is clear and pervasive evidence that the school leader has enlisted the support of parents by educating them on the state standards and testing protocols while providing

opportunities for parental educational opportunities with the goal being a mutually beneficial partnership to support student development.

Accomplished - There is clear evidence that the school leader has enlisted the support of parents by educating them on the state standards and testing protocols while providing opportunities for parental educational opportunities with the goal being a mutually beneficial partnership to support student development

Proficient - There is some evidence that the school leader has enlisted the support of parents by educating them on the state standards and testing protocols while providing opportunities for parental educational opportunities with the goal being a mutually beneficial partnership to support student development.

Unsatisfactory - There is little or no evidence that the school leader has enlisted the support of parents by educating them on the state standards and testing protocols while providing opportunities for parental educational opportunities.

5.3 Principals establish expectations for the use of culturally responsive practices that acknowledge, promote, and value diversity.

Possible Evidence:

- Documentation of diverse multi-cultural activities
- Evidence of modification of curriculum and physical plan to address needs of special education students
- Activities specific to school community
- Statement of school values
- Character education documentation

Rubric:

Distinguished - There is clear and pervasive evidence that the school leader establishes expectations and monitors the use of culturally responsive practices that acknowledge, promote and value diversity among all stakeholders.

Accomplished - There is clear evidence that the school leader establishes expectations and monitors the use of culturally responsive practices that acknowledge, promote and value diversity among all stakeholders.

Proficient - There is clear evidence that the school leader establishes expectations and monitors the use of culturally responsive practices that acknowledge, promote and value diversity among all stakeholders.

Unsatisfactory - There is little or no evidence that the school leader establishes expectations and monitors the use of culturally responsive practices that acknowledge, promote and value diversity among all stakeholders.

Weights and Scoring

The Field Administrator Appraisal consists of being evaluated in two areas. One part of the evaluation is on achieving goals. The other part is on principal standards. Evaluation on goal achievement is new to the system in 2008-2009. Goals will be written in the SMART Goal format. A **SMART** goal is a goal that is **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-Based.

The weighting of the goals and standards for the first three years of the plan are provided below:

School Year	Goal Weighting	Standards Weighting
2008-2009	20%	80%
2009-2010	40%	60%
2010-2011	50%	50%

Standards and Indicators

There are five overarching standards with 3-5 indicators within each standard. The five standards and the number of indicators associated with each are:

1. Continuous Improvement (5 indicators)
2. Instruction (4 indicators)
3. School Operations/Resources (4 indicators)
4. Collaboration (4 indicators)
5. Parents and Community Engagement (3 indicators)

Ten of the twenty indicators are measured on the annual appraisal (depending on the principal's years as a principal). Each indicator is worth from 1 to 4 points. No ½ points are earned.

- 4 = Distinguished
- 3 = Accomplished
- 2 = Proficient
- 1 = Unsatisfactory

Goals

Principals will be responsible for writing, and will be held accountable for one SMART goal for each standard. Goals will be written in collaboration with their supervisor.

Assistant principals will be responsible for writing and will be held accountable for 2 SMART goals in their first year (one from standard 1 or 2, and one from standard 3, 4 or 5), 3 SMART goals in their second year (one from standard 1, one from standard 2 and one from standard 4). In their third year and above they will be responsible for one SMART goal for each standard.

Assistant Principals will write goals in collaboration with their supervisor(s).

Scoring for Principals

Each principal will receive a point for each percentage of a goal that is achieved with the possibility of achieving up to 10 additional points for exceeding the goal. E.g., if 90% of a goal is met, the employee will receive 90 points. If 110% of a goal is met, the employee will receive 110 points.

Each indicator score is multiplied by 12.5 for a range of 125 to 500.

In 2008-2009, the number of points earned on the “Goals” section would be multiplied by 20% (.2); the total number of points earned on “Standards” section would be multiplied by 80% (.8). These values are added and the total number of points earned is used to determine the employee’s overall performance evaluation rating. Goals are weighted 40% and standards 60% in 2009-2010, and goals are weighted 50% and standards 50% in 2010-2011.

0-249.5 = 1 (unsatisfactory)

249.6 – 374.5 = 2 (proficient)

374.6 – 464.5 = 3 (accomplished)

464.6 and up = 4 (distinguished)

Scoring for Assistant Principals

Each principal will receive a point for each percentage of a goal that is achieved with the possibility of achieving up to 10 additional points for exceeding the goal. E.g., if 90% of a goal is met, the employee will receive 90 points. If 110% of a goal is met, the employee will receive 110 points.

When 10 indicators are scored (year 1, 5 and above):

Each indicator score is multiplied by 12.5 for a range of 125 to 500.

When 9 indicators are scored (year 2 and 4):

Each indicator score is multiplied by 13.9 for a range of 125 to 500.

When 7 indicators are scored (year 3):

Each indicator score is multiplied by 17.9 for a range of 125 to 500.

Principal Appraisal Schedule

“Advancing Leadership Capacity”

Year	Continuous Improvement	Instruction	Operations	Collaboration	Parent & Community Engagement
1	1.1 1.3 1.4 SMART Goal	2.1 2.3 SMART Goal	3.1 3.3 SMART Goal	4.1 4.2 SMART Goal	5.2 SMART Goal
2	1.2 1.5 SMART Goal	2.2 2.4 SMART Goal	3.2 3.4 SMART Goal	4.3 4.4 SMART Goal	5.1 5.3 SMART Goal
3 Senior Status	1.1 1.2 1.3 1.4 1.5 SMART Goal	2.1 2.2 2.3 2.4 SMART Goal	3.1 3.2 3.3 3.4 SMART Goal	4.1 4.2 4.3 4.4 SMART Goal	5.1 5.2 5.3 SMART Goal

Principals will be responsible for writing, and will be held accountable for one SMART goal for each standard. Goals will be written in collaboration with their supervisor.

Assistant Principal Appraisal Schedule

Year	Continuous Improvement	Instruction	Operations	Collaboration	Parents & Community Engagement
1	1.1 IS GOAL	2.3 IS GOAL	3.1 IS GOAL	4.1 IS GOAL	5.3 IS GOAL
2	1.1 1.4 GOAL	2.2 2.1 GOAL	3.4 GOAL	4.1 4.2 GOAL	5.3 5.2 GOAL
3	1.2 1.3 GOAL	2.4 GOAL	3.2 GOAL	4.4 4.3 GOAL	5.1 GOAL
4	1.4 1.5 GOAL	2.2 2.1 GOAL	3.2 GOAL	4.1 4.2 GOAL	5.3 GOAL
5	1.2 1.3 GOAL	2.3 2.4 GOAL	3.1 3.4 GOAL	4.3 4.4 GOAL	5.1 5.2 GOAL

Assistant principals will be responsible for writing and will be held accountable for 2 SMART goals in their first year (one from standard 1 or 2, and one from standard 3, 4 or 5), 3 SMART goals in their second year (one from standard 1, one from standard 2 and one from standard 4). In their third year and above they will be responsible for one SMART goal for each standard. Assistant Principals will write goals in collaboration with their supervisor(s).

The Appraisal Schedule for Assistant Principals is specifically designed for the training and support of Assistant Principals, with the aim of exposing them to all the facets of school leadership over a five-year period. The chart above shows how each of those five years will look for Assistant Principals.

In each year, Assistant Principals will be appraised on their performance of specific indicators within each of the five domains. Assistant Principals will also be asked to craft and work toward SMART goals during each of the five years. Some explanations of the schedule follow:

- In Year 1, Assistant Principals will be appraised on their performance in 5 specific indicators (clearly numbered in the chart) and also be evaluated on their performance in 5 indicators of their choice (1 indicator in each domain). These chosen indicators are labeled “IS” in the chart, for “Indicator Selected.”
- Also in Year 1, Assistant Principals will be required to formulate 2 SMART goals: 1 focused on either the domain of “Continuous Improvement” or the domain of “Instruction,” the other focused on one of the remaining three domains (“Operations,” “Collaboration,” and “Parents and Community Engagement”).
- Starting in Year 2, all indicators to be evaluated will be specified. Domains of focus for SMART goals will also be specified from this point on, with 3 SMART goals required in Year 2.
- Starting in Year 3, Assistant Principals will be required to write and work toward SMART goals in each of the domains.
- After Year 5, Assistant Principals will rotate the Year 4 and 5 requirements each year, as these two sets of requirements together represent all the indicators in the five domains.



APPRAISAL TOOL *for* BUILDING PRINCIPALS

Cincinnati Public Schools

Principal's Name:

School Year:

School:

Appraiser:

The chart below shows which indicators are to be assessed at which year. Please checkmark the Principal's appropriate year and complete the appraisal for the indicators listed.

Check One ✓	Year	Continuous Improvement	Instruction	Operations	Collaboration	Parents & Community Engagement
	1	1.1, 1.3, 1.4	2.1, 2.3	3.1, 3.3	4.1, 4.2	5.2
	2	1.2, 1.5	2.2, 2.4	3.2, 3.4	4.3, 4.4	5.1, 5.3
	3 Senior Status	1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3, 4.4	5.1, 5.2, 5.3

Appraisal Tool for Building Principals

Cincinnati Public Schools

Last Name, First Name

Standard 1

CONTINUOUS IMPROVEMENT

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	1.1 - <i>Principals facilitate the articulation and realization of a shared vision of continuous school improvement.</i>		
	Evidence:		
	1.2 - <i>Principals track the implementation of the One Plan by regularly monitoring, evaluating, and revising the plan.</i>		
	Evidence:		
	1.3 - <i>Principals communicate the One Plan to school staff, parents, school partners, and other key stakeholders.</i>		
	Evidence:		
	1.4 - <i>Principals use a variety of data to monitor if the vision is being implemented.</i>		
	Evidence:		

	1.5 - <i>Principals monitor the use of assessments used to measure student learning.</i>		
--	--	--	--

Evidence:

Comments:

Appraisal Tool for Building Principals

Cincinnati Public Schools

Last Name, First Name

Standard 2

INSTRUCTION

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	2.1 - <i>Principals ensure that the instructional content that is taught is aligned with the Ohio Academic Content Standards and curriculum priorities in the school and district.</i>		
	Evidence:		
	2.2 – <i>Principals ensure instructional practices are effective and meet the needs of all students; including students identified as gifted, students with disabilities, and at-risk students.</i>		
	Evidence:		
	2.3 – <i>Principals understand, encourage, and facilitate the effective use of data by staff.</i>		
	Evidence:		
	2.4 - <i>Principals provide training and support teacher’s use of technology effectively.</i>		
	Evidence:		

Comments:

Appraisal Tool for Building Principals

Cincinnati Public Schools

Last Name, First Name

Standard 3

SCHOOL OPERATIONS/RESOURCES

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	3.1 - <i>Principals institute procedures and practices to support staff and students and establish an environment that is safe and conducive to learning.</i>		
	Evidence:		
	3.2 – <i>Principals create a nurturing learning environment that addresses the physical and mental health needs of all.</i>		
	Evidence:		
	3.3 – <i>Principals allocate resources, including technology, to support student and staff learning.</i>		
	Evidence:		
	3.4 - <i>Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.</i>		
	Evidence:		

Comments:

Appraisal Tool for Building Principals

Cincinnati Public Schools

Last Name, First Name

Standard 4

COLLABORATION

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	4.1 - <i>Principals promote a collaborative learning culture.</i>		
	Evidence:		
	4.2 – <i>Principals share leadership with staff, students, parents, and community members.</i>		
	Evidence:		
	4.3 – <i>Principals develop and sustain leadership (Principals support and advance the leadership capacity of all educators).</i>		
	Evidence:		
	4.4 – <i>Principals promote development activities at the school, team, classroom, and family/parent levels.</i>		
	Evidence:		

Comments:

Appraisal Tool for Building Principals

Cincinnati Public Schools

Last Name, First Name

Standard 5

PARENTS AND COMMUNITY ENGAGEMENT

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	5.1 - Principals use community resources to improve student learning.		
	Evidence:		
	5.2 - Principals involve parents and community members in improving student learning.		
	Evidence:		
	5.3 - Principals establish expectations for the use of culturally responsive practices that acknowledge, promote, and value diversity.		
	Evidence:		

Comments:

Appraisal Tool for Building Principals

Cincinnati Public Schools

Last Name, First Name

Goal Scoring

Standard	Mid Year %	Points	Final %	Points
Continuous Improvement				
Instruction				
Operations				
Collaboration				
Parent and Community Engagement				
TOTAL				

Standards/Indicators Scoring

Schedule A	Midyear	Final
1.1		
1.3		
1.4		
2.1		
2.3		
3.1		
3.3		
4.1		
4.2		
5.2		
Sub Total		
	X 12.5	X 12.5
Total Indicators Points		

Schedule B	Midyear	Final
1.2		
1.5		
2.2		
2.4		
3.2		
3.4		
4.3		
4.4		
5.1		
5.3		
Sub Total		
	X 12.5	X 12.5
Total Indicators Points		

Mid Year

_____ (Goals Total ____ X 0.2)
 + _____ (Indicators Total ____ X 0.8)
 = _____

Final

_____ (Goals Total ____ X 0.2)
 + _____ (Indicators Total ____ X 0.8)
 = _____

SCALE

0-249.5 = 1 (unsatisfactory)
 249.6 – 374.5 = 2 (proficient)
 374.6 – 464.5 = 3 (accomplished)
 464.6 and up = 4 (distinguished)

Mid Year Rating

- ___ Distinguished
- ___ Accomplished
- ___ Proficient
- ___ Unsatisfactory

 Mid Year Principal's Signature

 Date

 Mid Year Appraiser's Signature

 Date

Final Rating

- ___ Distinguished
- ___ Accomplished
- ___ Proficient
- ___ Unsatisfactory

 Final Principal's Signature

 Date

 Final Appraiser's Signature

 Date



APPRAISAL TOOL *for* ASSISTANT PRINCIPALS

Cincinnati Public Schools

Assistant Principal's Name:

School Year:

School:

Appraiser:

The chart below shows which indicators are to be assessed at which year. Please checkmark the Assistant Principal's appropriate year and complete the appraisal for the indicators listed.

Check One ✓	Year	Continuous Improvement	Instruction	Operations	Collaboration	Parents & Community Engagement
	1	1.1, IS	2.3, IS	3.1, IS	4.1, IS	5.3, IS
	2	1.1, 1.4	2.1, 2.2	3.4	4.1, 4.2	5.2, 5.3
	3	1.2, 1.3	2.4	3.2	4.3, 4.4	5.1
	4	1.1, 1.4, 1.5	2.1, 2.2	3.2	4.1, 4.2	5.3
	5	1.2, 1.3	2.3, 2.4	3.1, 3.4	4.3, 4.4	5.1, 5.2

Appraisal Tool for Assistant Principals

Cincinnati Public Schools

Last Name, First Name

Standard 1

CONTINUOUS IMPROVEMENT

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	1.1 - <i>Principals facilitate the articulation and realization of a shared vision of continuous school improvement.</i>		
	Evidence:		
	1.2 - <i>Principals track the implementation of the One Plan by regularly monitoring, evaluating, and revising the plan.</i>		
	Evidence:		
	1.3 - <i>Principals communicate the One Plan to school staff, parents, school partners, and other key stakeholders.</i>		
	Evidence:		
	1.4 - <i>Principals use a variety of data to monitor if the vision is being implemented.</i>		
	Evidence:		

1.5 - <i>Principals monitor the use of assessments used to measure student learning.</i>		
--	--	--

Evidence:

Comments:

Appraisal Tool for Assistant Principals

Cincinnati Public Schools

Last Name, First Name

Standard 2

INSTRUCTION

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	2.1 - Principals ensure that the instructional content that is taught is aligned with the Ohio Academic Content Standards and curriculum priorities in the school and district.		
	Evidence:		
	2.2 – Principals ensure instructional practices are effective and meet the needs of all students; including students identified as gifted, students with disabilities, and at-risk students.		
	Evidence:		
	2.3 – Principals understand, encourage, and facilitate the effective use of data by staff.		
	Evidence:		
	2.4 - Principals provide training and support teacher’s use of technology effectively.		
	Evidence:		

Comments:

Appraisal Tool for Assistant Principals

Cincinnati Public Schools

Last Name, First Name

Standard 3

SCHOOL OPERATIONS/RESOURCES

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	3.1 - <i>Principals institute procedures and practices to support staff and students and establish an environment that is safe and conducive to learning.</i>		
	Evidence:		
	3.2 - <i>Principals create a nurturing learning environment that addresses the physical and mental health needs of all.</i>		
	Evidence:		
	3.3 - <i>Principals allocate resources, including technology, to support student and staff learning.</i>		
	Evidence:		
	3.4 - <i>Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.</i>		
	Evidence:		

Comments:

Appraisal Tool for Assistant Principals

Cincinnati Public Schools

Last Name, First Name

Standard 4

COLLABORATION

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	4.1 - <i>Principals promote a collaborative learning culture.</i>		
	Evidence:		
	4.2 – <i>Principals share leadership with staff, students, parents, and community members.</i>		
	Evidence:		
	4.3 – <i>Principals develop and sustain leadership (Principals support and advance the leadership capacity of all educators).</i>		
	Evidence:		
	4.4 – <i>Principals promote development activities at the school, team, classroom, and family/parent levels.</i>		
	Evidence:		

Comments:

Appraisal Tool for Assistant Principals

Cincinnati Public Schools

Last Name, First Name

Standard 5

PARENTS AND COMMUNITY ENGAGEMENT

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

SMART Goal

	% Completed Mid-Year	% Completed Final
Goal Statement:		
How will goal be measured?		

Indicators

Copy/Paste the checkmark to the right into the boxes of those indicators that will be assessed: ✓

Check those
to be assessed

Rubric Score
Mid-Year Final

	5.1 - <i>Principals use community resources to improve student learning.</i>		
	Evidence:		
	5.2 - <i>Principals involve parents and community members in improving student learning.</i>		
	Evidence:		
	5.3 - <i>Principals establish expectations for the use of culturally responsive practices that acknowledge, promote, and value diversity.</i>		
	Evidence:		

Comments:
