**Barnum School District**

**Annual**

**Principal Evaluation Procedure**

**Step 1: Orientation by Superintendent (June – August)**

The superintendent will conduct an orientation with the district’s principals. At this orientation, each principal will be provided with a complete set of materials outlining the evaluation process, suggested timeline, and the summary evaluation from the last performance review.

**Step 2: Pre-Evaluation Planning by Principal (June – August)**

The principal will, individually and without input from anyone else, engage in informal self-assessment and reflection. This introspective activity will serve as the basis for the development of preliminary goals that should be completed prior to Step 3.

**Step 3: Pre-Conference Between the Superintendent and Principal (Sept. – Oct.)**

The principal will meet individually with the superintendent to discuss, as applicable, the last performance evaluation, results of the Step 2 self-analysis, and preliminary performance goals to be included in the current evaluation process. The principal and superintendent will agree on the evidence necessary to complete the evaluation process and measure the principal’s level of performance as well as discuss the system that will be used to gather, organize, and present this evidence. Thirty-five percent of the final performance evaluation is to be based on student performance agreed upon by both the principal and superintendent.

**Step 4: Evidence Collection (Sept. – May)**

The principal will collect the evidence agreed upon in Step 3. This may include data listed for each Core Competency included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student growth and success measured over time; and other data to document achievement of performance goals. The superintendent will observe the environment; interact with teachers and other members of the school community, to gather additional evidence to support the review.

**Step 5: Principal’s Synthesis (Sept. – May)**

The principal will synthesize the information obtained under Step 4 to prepare a consolidated assessment for the superintendent; this is intended to be a comprehensive review of performance since the last evaluation. This summary, including the evidence used to judge performance, should be provided to the superintendent in advance of Step 6, at which final performance levels will be discussed. As a concurrent activity, the superintendent should assemble a preliminary summary assessment of the principal by gathering evidence and other data for use in the pending evaluation conference.

**Step 6: Evaluation Conference Between Principal and Superintendent (June)**

The principal and superintendent will meet to compare individual findings gathered during the evaluation process. They will discuss the prior evaluation, self-assessment, consolidated assessment, and the superintendent’s current summary evaluation of the principal. The principal and superintendent will agree upon performance goals and recommendations for a professional growth plan. The superintendent will then generate a summary report of the evaluation that will subsequently be signed by both parties. A copy of which will be filed in the principal’s personnel file. Following this evaluation conference, the principal will develop a professional growth plan for the next school year.

**Core Competencies:**

1. **Strategic Leadership** – A principal creates conditions that result in the shared and strategic creation of the school’s vision, mission, and goals in accordance with those established by the Barnum School District. A principal creates a climate of intellectual inquiry and informed opinions that challenge the school community to continually seek positive change by building on its core values and beliefs about both its preferred future and its high standards for all students. A principal acts on these core values and beliefs by developing strategic pathways to reach them.
2. **Instructional Leadership –** A principal sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners. A principal is knowledgeable about best curriculum and instruction as well as emerging education practices. A principal constantly refreshes this knowledge through ongoing professional development. A principal uses information, including student performance assessment data, to cause the creation of structures within the school designed to meaningfully hold all learners to high standard and to promote top achievement for all students.
3. **Managerial Leadership** - A principal is an educational leader who proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A principal ensures that the school is a professional learning community by establishing and maintaining processes and systems that result in recruitment, induction, support, evaluation, development, and retention of high-performing staff. A principal also uses processes that facilitate remediation and/or removal of nonperforming staff members. A principal engages in best professional practices targeted at student achievement and deploys budgets, schedules, staff, and other resources to secure best results for all students.
4. **Cultural Leadership –** A principal understands the important role of culture as a contributor to student and school success. A principal honors the positive traditions, artifacts, symbols, values, and norms of the school and community that results in a sense of identity and pride upon which to build a productive future. Cultural leadership involves understanding the school and its people, how they came to their current state, and how to connect with their traditions to move them forward to support the school’s efforts to achieve individual and collective goals.

A principal helps build a strong and positive sense of community in the school.

1. **Communications Leadership –** A principal communicates purposefully with internal and external stakeholders. A principal is a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances. A principal communicates clearly, appropriately, and effectively to different audiences and individuals. A principal actively listens and seeks to clarify the information and intent of other communicators in the school environment.
2. **School Community Leadership –** A principal designs structure and processes that result in community engagement, support, and ownership. A principal understands the Barnum School Community within the social and political context of the broader community. A principal proactively creates opportunities for parents/guardians, community members, and business representatives to be involved in and show support for the Barnum Community’s Schools.
3. **Ethical and Professional Leadership –** A principal works collaboratively with the school staff and community members to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others. A principal is knowledge about and acts in accordance with state and federal statutes as well as with school policy; said actions are consistently targeted to the well-being of the students and school community. A principal exemplifies high standards of professional practice and behavior.