



# EDUCATIONAL LEADERS EVALUATION PROCESS

DIOCESE OF DAVENPORT  
2007

# **An Educational Leader's Evaluation: A Systems Approach Using the Iowa Standard for School Leaders. Diocese of Davenport**

## **Introduction**

The process of evaluating a principal is a very important tool in the entire improvement effort of a school Diocese/building. It defines expectations, enhances communication, prioritizes Diocese/building goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

A new approach to principal evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the principal and supervisors can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering evaluation for the purposes of termination, other processes should be employed.

## **Operating Principles**

A comprehensive principal evaluation process must:

- 1. Align with the six Iowa Standards for School Leaders and Diocesan Standards**  
**Rationale:** The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building principals. The Diocese of Davenport includes Expectations as a Faith Community Leader.
- 2. Be intended to acknowledge strengths and improve performance.**  
**Rationale:** An effective evaluation process is predicated on a spirit of providing feedback for growth.
- 3. Connect academic, social, emotional, *spiritual* and developmental growth for all students in the building/diocese.**  
**Rationale:** Multiple indicators for all types of student growth must be included in the definition of accountability.
- 4. Recognize the importance of a principal's role in improving the culture of the learning community.**  
**Rationale:** Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.
- 5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.**  
**Rationale:** Examples may include self-assessment, a portfolio compiled by the principal, 360 degree feedback, the school improvement plan, artifacts that address previous goals, and meeting agendas.
- 6. Provide opportunities for personal (*which includes the spiritual*) and professional growth as a facilitator/leader of learning.**  
**Rationale:** Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.
- 7. Be ongoing and connected to school improvement goals.**  
**Rationale:** An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans.
- 8. Align building and Diocese/building goals with community members' vision for education.**  
**Rationale:** Goals cannot be developed in isolation; Diocese/building and building goals must reflect the community's highest hope for their Catholic schools.

## Timelines for Principal Evaluation

### SUGGESTED TIMELINE

### ACTION

- |   |   |
|---|---|
| May/June or as soon as principal is hired | 1. Principal and superintendent/designee clarify vision, mission and Diocese/building goals.  |
|   | 2. Superintendent/designee and principal will review job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.   |
| July/August                               | 3. Principal creates one Action Plan per Diocese/building goal, which is measurable and doable in 12-months. The Action Plans are mutually agreed to by the principal and superintendent/designee and shared with staff.  |
|   | 4. A Professional Growth Plan is developed by the principal to support his/her learning goals and shared with the board.  |
| Prior to the Start of School              | 5. Review evaluation process and forms with new administrators.   |
| Quarterly or Early Winter                 | 6. Principal makes interim reports regarding Action Plan progress.  |
| January/February                          | 7. Principal completes a self-assessment of the evaluation form(s) including Action Plans and/or Growth Plan. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee.   |
|   | 8. The official evaluation document(s) is shared, clarified and discussed with the principal. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record |
|   | 9. A copy of the final written evaluation form is placed in the principal's personnel folder.   |
| February/March                            | 10. A contract is offered to the Principal.   |

## Principal Evaluation Form

### PART I: FACILITATOR OF FAITH COMMUNITY

**STANDARD: A principal is an educational leader who helps create a Faith Community.**

**Sample Performance Indicators**

- Is a person of faith
- Causes faith leadership to happen
- Develops a shared vision of the school's faith community
- Reflects the fourfold mission of the Church: community, worship, service and message
- Recognizes and utilizes the gifts of others
- Gives Priority to the Development of the Total Catholic Quality of the School
- Builds the Catholicity of the school
- Guarantees opportunities for faith experiences for the students
- Insures quality religious instruction
- Causes the curriculum to be permeated with gospel values
- Recognizes parents as primary religious educators and works in partnership with parents/guardians in the religious formation of their child(ren)
- Causes quality faith experiences to take place such as liturgies, retreats, Para liturgical services, faculty/student renewals, prayer...
- Promotes cooperation with priests/pastoral staff
- Seeks to Foster Interpersonal Relationships in Light of Gospel Values
- Promotes a sense of home, school, and parish unity
- Models a spirit of reconciliation
- Fosters the Service Dimension of Faith Development among Teachers and Students
- Encourages and promotes service within/beyond the school
- Promotes Catholic Social teachings at all grades and with the staff and parents.

Supporting Evidence:	Summary Rating
	Satisfactory
	Unsatisfactory

### AREA II: EDUCATIONAL LEADER

**STANDARD #1: An educational leader promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)**

**Sample Performance Indicators**

- In Collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Use research and/or best practices in improving the educational program.
- Sets priorities in the context of improving student achievement.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns and implements the educational programs, plans, actions and resources to the Diocese/building's vision and goals for student learning.
- Develops communication strategies to effectively inform stakeholders of progress towards the vision and mission of the Diocese/building.
- Creates symbols, ceremonies, and activities that support the vision and mission of the Diocese/building.

Supporting Evidence:	Summary Rating
_____	Satisfactory
_____	Satisfactory
_____	Unsatisfactory

**STANDARD #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)**

**Sample Performance Indicators**

- Provides leadership for assessing, developing and improving school environment (climate) and culture.
- Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- Evaluates staff and provides ongoing coaching for improvement.
- Ensures staff members have professional development that directly enhances their performance and improves student learning.
- Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- Promotes collaboration with all stakeholders.
- Is easily accessible and approachable to all stakeholders.
- Is highly visible and engaged in the school community.
- Articulates the desired school culture and shows evidence about how it is reinforced.
- Recruits, interviews and recommends teachers and staff to support quality instruction.
- Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- Develops and revises as needed his/her own professional development plan for continued improved performance.

Supporting Evidence:	Summary Rating
_____	Satisfactory
_____	Satisfactory
_____	Unsatisfactory
_____	Unsatisfactory
_____	Unsatisfactory

**STANDARD #3: An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Management)**

**Sample Performance Indicators**

- Complies with state, federal and Diocesan mandates and local/regional board policies.
- Recruits, selects, inducts, and retains staff to support quality instruction and Catholic Identity.
- Addresses current and potential issues in a timely manner.
- Manages fiscal and physical resources of the schools responsibly, efficiently, and effectively.

- Protects instructional time by designing and managing operational procedures to maximize opportunities for successful learning.
- Communicates effectively with both internal and external audiences about the operations of the school.
- Effectively manages board policies and procedures.
- Addresses problems in a timely manner.
- Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

Supporting Evidence:	Summary Rating
_____	Satisfactory
_____	Satisfactory
_____	Unsatisfactory
_____	Unsatisfactory
_____	Unsatisfactory

**STANDARD #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Family and Community)**

**Sample Performance Indicators**

- Engages family and community by promoting shared responsibility for student learning and support of the educational system.
- Promotes and supports a structure for family and community involvement in the education (faith formation) process.
- Facilitates the connection of students and families to the health and social services that support a focus on learning.
- Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
- Shares leadership and decision-making through surveys and data from the community.

Supporting Evidence:	Summary Rating
_____	Satisfactory
_____	Satisfactory
_____	Unsatisfactory
_____	Unsatisfactory
_____	Unsatisfactory

**STANDARD #5: An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethics)**

**Sample Performance Indicators**

- Demonstrates ethical, trustworthy, and professional behavior.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Fosters and maintains caring professional relationships with staff.
- Demonstrates appreciation for and sensitivity to diversity in the school community.
- Is respectful of divergent opinions.
- Treats people fairly, equitably, and with dignity and respect.
- Applies policies and procedures in a fair and equitable manner.

<b>Supporting Evidence:</b>	<b>Summary Rating</b>
_____	Satisfactory
_____	Unsatisfactory
_____	
_____	

**STANDARD #6: An educational leader promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (Societal Context)**

**Sample Performance Indicators**

- Collaborates with service providers and other decision makers to improve teaching and learning.
- Advocates for welfare of all members of the learning community.
- Designs and implements appropriate strategies to reach desired goals.
- Promotes respect for diversity in the school and community environment.
- Communicates clearly to the community about building/Diocese/building issues and performances.
- Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating Diocese/building policies.
- Knows and supports the building/Diocese/building school improvement plan and accurately interprets and reports progress on goals.

<b>Supporting Evidence:</b>	<b>Summary Rating</b>
_____	Satisfactory
_____	Unsatisfactory
_____	
_____	

**Part II – ACTION PLANS**

List up to three significant job targets and measurable outcomes (in the context of the Diocese/building’s Comprehensive School Improvement Plan), to be accomplished by the principal, during the next twelve months.

	TARGET	RELATES TO ISSL STANDARD(S)	BASELINE	MEASURABLE OUTCOME	DATA SOURCE	DATA POINTS	ACHIEVED/ NOT ACHIEVED
1							
2							
3							
4							
5							

Principal Comments:

Superintendent or Designee Comments:

**PART III – OVERALL SUMMARY [Check (√) one in each row]**

Job Responsibilities:	Satisfactory	Unsatisfactory
Facilitator of Faith community		
Standard 1 (Shared Vision)		
Standard 2 (Culture and Learning)		
Standard 3 (Management)		
Standard 4 (Family and Community)		
Standard 5 (Ethics)		
Standard 6 (Societal Context)		

**Significant Achievements:**

**Areas for Growth:**

**Principal Comments:**

**Superintendent or Designee Comments:**

**Recommendation for Continuous Improvement (check one)**

- Professional Growth Plan
- New Job Targets
- Remediation Target

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Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Evaluation Period:** \_\_\_\_\_, 200\_\_ to \_\_\_\_\_, 200\_\_

Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

## PROFESSIONAL GROWTH PLAN

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal:	Action Steps:	Timeline:	Evidence of progress toward success	Peer Coach:
	1.			
	2.			
	3.			

Professional Growth Plan Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

## REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the superintendent or his/her designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The evaluator and superintendent (or designee) should mutually agree on the target to be achieved, supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: \_\_\_\_\_ Date Target Developed: \_\_\_\_\_

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Superintendent/Designee Comments:

Principal Comments:

Signatures:

\_\_\_\_\_  
Superintendent/Designee      Date

\_\_\_\_\_  
Principal      Date

# **SAMPLE INSTRUCTIONAL PRINCIPAL'S JOB DESCRIPTION**

**TITLE:** Elementary/Middle/High School Principal

**QUALIFICATIONS:** Must possess the qualifications and certification set by the code of Iowa and the Iowa Department of Education.

**REPORTS TO:** The Superintendent or Designee

**SUPERVISES:** The academic and support personnel employed in the building(s) assigned to the Principal.

**JOB SUMMARY:** To provide leadership, supervisory, and administrative skills that will promote the educational development of each student.

**TERMS OF EMPLOYMENT:** ( ) days of service. Salary, benefits, and work year to be established by the Board of Education.

**EVALUATION:** Job performance will be evaluated in accordance with provisions of the Diocesan board policy for Evaluation of Administrative Personnel.

## **JOB RESPONSIBILITIES**

### **1. SHARED VISION**

- Sets priorities in the context of improving student achievement.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns the educational programs, plans and actions to the Diocese/building's vision and goals for student learning.
- Creates symbols, ceremonies, and activities that support the vision and mission of the Diocese/building.
- Develops communication strategies to inform stakeholders of progress towards the vision and mission of the Diocese/building.

### **2. CULTURE AND INSTRUCTIONAL PROGRAM**

- Provides leadership for assessing, developing and improving school environment and culture.
- Recruits, interviews and recommends teachers and staff to support quality instruction.
- Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- Evaluates staff and provides direction for improving instruction.
- Develops and supports professional development of staff to improve student learning.
- Demonstrates awareness of professional issues and developments in education.
- Develops and revises as needed his/her own professional development plan for continued improved performance.

### **3. MANAGEMENT**

- Operational procedures are designed and managed to maximize opportunities for successful learning.
- Effectively manages board policies and procedures.
- Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- Addresses problems in a timely manner.
- Manage fiscal resources of the schools responsibly, efficiently, and effectively.
- Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

### **4. FAMILY AND COMMUNITY COLLABORATION**

- Engages the community to create shared responsibility for student and school success.
- Promotes and supports parent/student/community involvement in the school.
- Shares leadership and decision-making.
- Connects students and families to the health, human and social services they need to stay focused on learning.

### **5. ETHICS**

- Demonstrates ethical, trustworthy, and professional behavior.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Treats people fairly, equitably, and with dignity and respect.
- Applies policies and procedures in a fair and equitable manner.
- Demonstrates appreciation for and sensitivity to the diversity in the school community.

### **6. SOCIETAL CONTEXT (LEARNING COMMUNITY)**

- Serves as an effective spokesperson for the welfare of all members of the learning community.
- Promotes respect for diversity in the school and community environment.
- Engages in dialogue with other decision-makers to improve teaching and learning.
- Communicates clearly to the community about building/Diocese/building issues and performances.
- Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating Diocese/building policies.
- Knows and supports the building/Diocese/building school improvement plan and accurately interprets and reports progress on goals.

## SAMPLE PORTFOLIO ARTIFACTS

The following suggestions about appropriate artifacts to include in a principal's portfolio are grouped by the Iowa Standards for School Leaders. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list.

### STANDARD #1: VISION

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- Implement character counts
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- Diocese/building report card/building report – annual report to all community – 3 year comparison
- “State of the School” report from principal quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents

### STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Staff in-service quarterly – focusing on reading in the HS content areas
- Walk-through supervision
- School climate surveys
- Serve on a state-wide committee addressing NCLB, Principals’ Standards
- Copy of year’s Staff Development Plan
- Teacher evaluation artifact(s)
- Regional job fair brochure (attend with Diocese/building personnel)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Attendance at state and national conferences
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development
- Lead in-service
- Develop a model portfolio for teachers
- Be involved in teacher in-service with your teachers
- Quality teacher in every classroom report to community

## **SAMPLE PORTFOLIO ARTIFACTS (CONTINUED)**

### **STANDARD #3: SCHOOL MANAGEMENT**

- Building expectations / rules posted
- Student handbook
- Faculty handbook
- Substitute handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Building budgets/procedures
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Share responsibilities with other experts
- Door monitors, hall monitors, parking lot monitors
- Safety committee meeting
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Spend only the \$ you have
- Notes from yearly meeting with Diocese/building physical plant director and business officer
- Teacher handbook
- Student (new and incoming) orientation
- Collaborative budget decision making
- Accreditation visit result
- Action plans for accreditation suggestions

### **STANDARD #4: WORKING WITH FAMILY AND COMMUNITY**

1. Parent advisory committee minutes or agenda
2. Parent volunteer list and recognition ceremony
3. Site-councils
4. Junior Achievement/pictures of classes, sample lessons
5. Field trips – community support
6. Building assistance teams
7. Comm. Agency assistance to students and families
8. Minutes of faculty meetings, department head meetings
9. School web site hits
10. Number of referrals of students and families to community agencies
11. Number of placements of students (SPED)in comm. Agencies
12. Student council agenda and minutes
13. Establish business partnerships to enhance collaboration in community
14. Community mobility programs in Special Ed
15. Job shadowing/internships (data)
16. Collaboration with higher ed
17. Mentors (adults/students)
18. School to work
19. Social health teams
20. School- based health clinics on site

- 21. Parent/community volunteers
- 22. Career day brochure

## **SAMPLE PORTFOLIO ARTIFACTS (CONTINUED)**

### **STANDARD #5: ETHICS/INTEGRITY**

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character ed info on newsletters to connect with parents and gain support
- Recognize those showing character
- Culture fest to celebrate diversity
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic religious holidays based on school demo
- Demographic rep on all school comm. And booster groups
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc.
- Involve students in community service events, programs

### **STANDARD #6: GREATER POLITICAL AND SOCIAL CONTEXT**

1. Meet monthly to curriculum director to plan staff development for teachers and self – log meeting notes and action
2. Active member of Diocese/building curriculum committee
3. Speaker at service club (Rotary)
4. Share progress on Diocese/building goals to P.T.O., P.A.C., etc
5. Member of Sup Advisory Council
6. Culture Fest celebrating school/community diversity
7. Site-Council implementation at the building level
8. Serves on Ed Committee for city chamber org.
9. Email state legislator – OFTEN using all capital letters + !!!
10. Log of outside community resource agencies
11. Communication log – local/state decision makers
12. Diocese/building committee agenda
13. Staff development plan indicating diversity agenda
14. Communication with Kathy Collins
15. Guides staff in disaggregating data
16. Use demographic data of community to establish student learning needs
17. Vote early – vote often
18. Write articles in newsletter or local paper re: ed. issues

**SAMPLE ACTION PLANS (Shown below are sample targets for each ISSL standard)**

List up to five significant job targets and measurable outcomes (in the context of the Diocese/building's Comprehensive School Improvement Plan), to be accomplished by the principal, during the next twelve months.

	TARGET	RELATES TO ISSL STANDARD(S)	BASELINE	MEASURABLE OUTCOME	DATA SOURCE	DATA POINTS	ACHIEVED/ NOT ACHIEVED
1	The principal will lead a group of school/community stakeholders in developing comprehensive school improvement goals focused on student achievement	#1		Presentation of completed goals to the School Site Council.			
2	The principal will lead an effort to provide professional staff development in the area of reading improvement.	#2		Three half-day in-service sessions will focus on reading in content areas. Additional follow-up will occur in subsequent sessions.			
3	The principal will use available technologies to streamline attendance, grading and registration procedures so as to allow more focus on teaching/learning.	#3		Survey staff and parents/students to determine the level of efficiency achieved.			
4	Engage the community to create shared responsibility for student success.	#4		Lead/facilitate forums throughout the school year to determine needs, and then focus on responding to those needs.			
5	Treat people fairly, equitably and with dignity and respect.	#5		Survey students, staff and patrons on this topic and present results.			
6	Communicate clearly to the community about building/Diocese/building issues and performances.	#6		Write quarterly newsletter columns with a direct focus on student performance and building or Diocese/building priorities.			

Principal Comments:

Superintendent or Designee Comments:

**SAMPLE ACTION PLANS (CONTINUED)**

List up to five significant job targets and measurable outcomes (in the context of the Diocese/building’s Comprehensive School Improvement Plan), to be accomplished by the principal, during the next twelve months.

	TARGET	RELATES TO ISSL STANDARD(S)	BASELINE	MEASURABLE OUTCOME	DATA SOURCE	DATA POINTS	ACHIEVED/ NOT ACHIEVED
1	The principal will lead the building in developing a school improvement plan that reflects the Diocese/building’s improvement plan.	#1		The principal will present the school improvement plan to the appropriate stakeholders on a yearly basis.			
2	The principal will work with staff on developing a building staff development plan that addresses building needs and goals.	#2		The written staff development plan will be presented to the appropriate Diocese/building office personnel.			
3	The principal will effectively communicate with all stakeholders within the school community.	#3		The principal will provide a variety of artifacts that show evidence of communication.			
4	The principal will collaborate with and utilize community resources to enhance student achievement.	#4		The principal will provide a variety of artifacts that show the use of community resources.			
5	Increase appreciation for and sensitivity to the diversity in the school community.	#5		The principal will provide evidence of activities that promote diversity			
6	The principal will engage in dialogue with Diocese/building personnel and teachers to improve instruction and learning.	#6		The principal will collaboratively develop staff development activities on a regular basis to improve teaching and learning.			

Principal Comments:

Superintendent or Designee Comments:

**SAMPLE PROFESSIONAL GROWTH PLAN**

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal:	Action Steps:	Timeline:	Evidence of progress toward success	Peer Coach:
1) To more effectively and efficiently monitor classroom instruction	<ol style="list-style-type: none"> <li>1. Take the training on "Walk Through Supervision"</li> <li>2. Time management plan</li> <li>3. Process data</li> </ol>	<ol style="list-style-type: none"> <li>1. August</li> <li>2. Sept-May</li> <li>3. June</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed training</li> <li>2. # of walk-throughs completed</li> <li>3. Synthesize data</li> </ol>	Colleague
2) To improve the professional development plan for teachers	<ol style="list-style-type: none"> <li>1. Determine a focus for staff development</li> <li>2. Organize and schedule resources around the topic</li> <li>3. Implementation/evaluation of in-service</li> </ol>	<ol style="list-style-type: none"> <li>1. April-May</li> <li>2. Summer</li> <li>3. Aug-May</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance/engagement by staff</li> <li>2. Student work samples</li> <li>3. Anecdotal survey information</li> </ol>	Department or study groups
3) To promote and engage more parents in school involvement	<ol style="list-style-type: none"> <li>1. Develop a planning committee</li> <li>2. Promote parent conference attendance</li> <li>3. Newsletters and communication of contact and resource guide</li> <li>4. Staff schedule for communication</li> <li>5. Monitoring and evaluating through parent surveys</li> </ol>	<ol style="list-style-type: none"> <li>1. April-May</li> <li>2. Aug-May</li> <li>3. Aug-May</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased conference attendance</li> <li>2. Anecdotal survey data</li> <li>3. Climate survey</li> </ol>	Planning group with full staff review

Professional Growth Plan Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

## SAMPLE PROFESSIONAL GROWTH PLAN (CONTINUED)

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal:	Action Steps:	Timeline:	Evidence of progress toward success	Peer Coach:
1. To be able to interpret and utilize student data to improve instruction and learning  2. Implement the new teacher evaluation process effectively.	1. Learn how to electronically manage data. 2. Interpret data on ITDS and other Diocese/building measurements over a period of time. 3. Implement Quick Decide.	1. Fall  2. After ITBS Results  3. Fall	1. Provide a document or template on how to manage. 2. Use data to identify growth areas.  3. Ask Question/Plan for Improvement.	1. Tech Coordinator  2. AEA staff  3. Curr./Instructors, Dist Personnel.
	1. DDL Training, Eval Training 2. Develop process of evaluation in our Diocese/building. 3. Map out a yearly plan	1. Fall  2. 2004  3. Fall	1. Cert of Completion, Eval License  2. Diocese/building Plan  3. Schedule of Evaluations	1. Trainers  2. Admin Team  3. College

Professional Growth Plan Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_