

**Mascoma Valley Regional School District
Principal Supervision and Annual Evaluation**

Principal Responsibilities Timeline

1. **March -→October**
 - ◆ Meet with superintendent to review personal staff development goals for the year and certification cycle
 - ◆ Start portfolio
 - ◆ Distribute faculty staff survey to all staff and explain the purpose and procedures for principal supervision and evaluation

2. **November →Friday before February Break**
 - ◆ Complete portfolio
 - ◆ Instruct staff in procedure for completion and return of on-line staff survey

3. **Late February →April**
 - ◆ Meet with superintendent to review portfolio
 - ◆ Superintendent recommendation for contract renewal, renewal with performance improvement plan or recommendation for non-renewal

**A principal may be required to participate in a performance improvement plan developed in conjunction with the superintendent at any time during the annual cycle. The performance improvement plan will be based on standards, skills, qualifications and knowledge outlined in the “Qualifications for NH Principal”.

NH Qualifications for Principal

Principal should exhibit the following skills, competencies and knowledge.

1. Philosophy of Learning:

- Applies a philosophy of learning that shapes educational programs that clearly link teaching and learning and ensure the success of all students
- Uses data to inform teaching and learning activities
- Communicates his/her philosophy (vision) clearly to staff, students, and the community
- Monitors student learning and teacher performance throughout the year and provides the community an accurate report on progress.

2. Culture of Teaching and Learning:

- Creates a school culture that recognizes diversity (disability, gender, race, ethnicity, socioeconomic status, etc.)
- Promotes an environment for increased student learning and increased professional development for staff (and self)
- Uses appropriate strategies for creating a positive school culture

3. Management of Organization and Operations of the School:

- Manages the resources of the school fairly, effectively, and efficiently
- Leads the staff with appropriate strategies to solve problems, build consensus and resolve conflict
- Implements safe, effective and efficient facilities planning and use

4. Relationships with the Broader Community:

- Establishes partnerships with business, community, government, and higher education groups
- Involves all stakeholders in the decision making process
- Maintains visibility and active involvement with community groups (health, social service, etc.)

5. Integrity, Fairness and Ethics:

- Creates a caring community for students and families
- Is honest, impartial, and sensitive in dealing with students, staff and families
- Ensures that all decisions contribute to the common good

6. Political, Social, Economic, Legal and Cultural Contexts of Education:

- Operates the school within the law
- Understands the impact of economic conditions on educational resources
- Is aware of the impact that political and policy decisions at local, state, and federal levels have on education in his/her building

PORTFOLIO ARTIFACTS

Mascoma Valley Regional School District- Principal Leadership Performance Review

1.) VISION and PHILOSOPHY of LEARNING

Required portfolio component

Mission/vision statement and building goals

Choose one of the following that best represents your work and growth in the area of vision and philosophy of learning

- Copy of school improvement plan
- SST Data
- RTI Data
- Building staff development plan
- School newsletter
- Student recognition listings
- Local newspaper articles highlighting achievement
- Building wide discipline plans
- Academic guidelines
- Establishing student organization in support of student learning
- Evidence of the number of times school vision for learning is shared with community
- Use of student data/profiles to identify goals and address individual or group needs
- Department meeting agendas (grade level meetings, team meetings)
- Quarterly report from principal
- Partners in education programs

2.) SCHOOL CULTURE FOR LEARNING

Required portfolio component

Staff meeting Agendas

Choose one of the following that best represents your work and growth in the area of school culture for learning

- Walk-through supervision data
- Performance Plus data
- Evidence of serving on regional or state-wide committees addressing educational issues
- Copy of building staff development or yearly in-service plans (based on state definitions and guidelines)
- Teacher evaluation artifact(s)
- Copy of personal Professional Growth Plan
- Building level study team data
- Oversight (guidance of) student teachers and/or interns

3.) **SCHOOL MANGAGEMENT and OPERATION**

Required portfolio component

Budget as submitted to the superintendent

Choose one of the following that best represents your work and growth in the area of school management and operation

- Master schedule
- Faculty handbook
- Crisis Management plan
- Staff memos relevant to management and organizations
- Fire marshal reports/fire and disaster drill records
- Regular meetings with maintenance staff (agendas of those meetings)
- Evidence of technology use to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting agendas
- Attendance/tardy procedures with evidence of consistently enforced consequences
- Physical plant management plan/walk through
- Accreditation visit result

4.) **RELATIONSHIP WITH THE BROADER COMMUNITY TO FOSTER LEARNING**

Required portfolio component

Student Handbook

Choose one of the following that best represents your work and growth in the area relationship with the broader community to foster learning

- Community or Parent volunteer list (hours served)
- Evidence of community support for field trips
- Building assistance team agendas
- School website
- Log of referrals to community agencies (students and families)
- Family event attendance
- Student council agenda and minutes
- Evidence of business or community agency partnerships to improve learning or community relations
- Data on job shadowing/student internships
- Collaboration with institutions of higher education
- Mentoring/sponsorship of students by community members
- Newspaper articles
- School-based health initiatives on site
- Examples of parental involvement and input (PAC/PTA agendas)

5.) INTEGRITY, FAIRNESS AND ETHICS IN LEARNING

Required portfolio component

Faculty staff survey

Choose one of the following that best represents your work and growth in the area integrity fairness and ethics

- Student retention data
- Discipline referral data
- Teacher evaluation data
- Newsletter
- Celebrations of diversity (art fests, sports activities, drama presentations)
- Demographic representation on all school committees and booster groups
- Building-wide management plan (based on input from all stakeholders)
- Data on how specific concerns of families/students were addressed (i.e., gay student concerns, bullying, pregnancy, drug abuse, drinking, etc.)
- Involve students in community service events, programs
- Observations or knowledge of community service work or participation

6.) POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT OF LEARNING

Required portfolio component

Annual report

Choose one of the following that best represents your work and growth in the area political, social, economic, legal and cultural context of learning

- Staff development for teachers and self-log on meeting notes and action taken
- Evidence of active membership in district curriculum committee
- Notes on speaking to service clubs on educational issues (Rotary, Lions, etc.)
- Share progress on building goals with PTO/PTA, etc.
- School and community celebrations (i.e. Art Festival, Booster events, School Fairs, etc.)
- Log of contact with outside community resource agencies
- Communication log – local/state decision makers
- Communication with NHSPA
- Community survey on issues relevant to school
- Use of demographic data of community to establish student learning needs
- Observations of participating in community forums, city council or Board of Education meetings
- Articles in newsletter or local paper

Principal Supervision and Evaluation: General Information

A new process for the supervision and evaluation of school principals was developed by a district-wide committee made up of teachers and administrators from each of our four schools. The committee met nine times during the school year. Several supervision models were researched and discussed.

Ultimately, a system that requires each principal to submit a portfolio of their work to the superintendent and seeks feedback from school staff was developed. The principal portfolio covers a period from March through the end of February annually. Principals self-evaluate on achievement in each of the six areas outlined below. Faculty and staff feedback is an important component of the evaluation plan. We ask that teachers and support staff be thoughtful and honest in their response to the survey questions. The feedback you provide will be used by the superintendent and **shared with the principal** as part of the annual evaluation.

Mascoma Valley Regional School District Principals are evaluated on the following six standards:

1. Philosophy of Learning
2. Culture of teaching and learning
3. Management of the organization and operation
4. Relationships with the broader community
5. Integrity, fairness and ethics in learning
6. Political, social, economic, legal and cultural context of learning

Faculty and Staff Feedback Instructions

Please follow these steps in completing your feedback form:

1. Take some time to think about each of the statements in the survey rubric
2. Locate the electronic version of this form on the training drive of the school
3. Complete this form electronically
4. clearly check the rubric box that you feel best represents your principal's achievement in each of the standards
5. List examples or comments on each standard in the space provided
6. Print a copy of this form and submit it in a sealed envelope to the office administrative assistant by the Friday before February break.
7. Keep this feedback form confidential

The feedback you provide will be used by the superintendent and shared with the principal as part of the annual evaluation. It will also be used to help guide professional growth and development choices for the principal in the coming year.

Principal Evaluation: Staff Feedback Form

Principal being evaluated:

Role of person completing this form: Professional Staff _____ Para Staff _____

1. Philosophy of Learning

A) The principal communicates the school's vision mission and goals to our school community.

I am not able to evaluate the principal on this standard	Here is little or no evidence that the principal communicates the school's vision mission and goals to our school community.	There is limited evidence that the principal communicates the school's vision mission and goals to our school community.	There is clear evidence that the principal communicates the school's vision mission and goals to our school community.	There is clear and convincing evidence that the principal consistently and effectively communicates the school's vision mission and goals to our school community.
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Comments or examples:

B) The principal takes action and makes decision consistent with the vision, mission and goals of the school.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal takes action and makes decision consistent with the vision, mission and goals of the school.	There is limited evidence that the principal takes action and makes decisions with the vision, mission and goals of the school.	There is clear evidence that the principal periodically takes action and makes decisions consistent with the vision, mission and goals of the school.	There is clear and convincing evidence that the principal consistently and effectively takes action and makes decisions consistent with the vision, mission and goals of the school.
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Comments or examples

2. Culture of teaching and learning

A) The principal promotes professional learning.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal promotes professional learning.	There is limited evidence that the principal promotes professional learning.	There is clear evidence that the principal periodically promotes professional learning.	There is clear and convincing evidence that the principal consistently and effectively promotes professional learning.
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Comments or examples

B) The principal promotes a school culture focused on student learning.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal promotes a school culture focused on student learning.	There is limited evidence that the principal promotes a school culture focused on student learning.	There is clear evidence that the principal periodically promotes a school culture focused on student learning.	There is clear and convincing evidence that the principal consistently promotes a school culture focused on student learning.
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Comments or examples:

3.

Management of the organization and operation

A) The principal manages school operations in a safe, efficient and organized way.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal manages school operations in a safe, efficient and organized way.	There is limited evidence that the principal manages school operations in a safe, efficient and organized way.	There is clear evidence that the principal periodically manages school operations in a safe, efficient and organized way.	There is clear and convincing evidence that the principal consistently and effectively manages school operations in a safe, efficient and organized way.
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Comments or examples:

B) The principal follows school and district policies and procedures.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal follows school district policies and procedures.	There is limited evidence that the principal follows school and district policies and procedures.	There is clear evidence that the principal periodically follows school and district policies and procedures.	There is clear and convincing evidence that the principal consistently and effectively follows school and district policies and procedures.
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Comments or examples:

Relationships with the broader community.

A) The principal is visible and involved in school community events and extra-curricular activities.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal is visible and involved in school community events and extra-curricular activities.	There is limited evidence that the principal is visible and involved in school community events and extra-curricular activities.	There is clear evidence that the principal periodically is visible and involved in school community events and extra-curricular activities.	There is clear and convincing evidence that the principal is consistently and effectively involved in school community events and extra-curricular activities.
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Comments or examples:

B) The principal collaborates with the broader school community to promote student success.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal collaborates with the broader school community to promote student success.	There is limited evidence that the principal collaborates with the broader school community to promote student success.	There is clear evidence that the principal collaborates with the broader school community to promote student success.	There is clear and convincing evidence that the principal collaborates with the broader school community to promote student success.
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Comments or examples:

Integrity, fairness and ethics in learning.

A) The principal demonstrates care, trustworthiness, fairness and professional behavior with students, staff and community members.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal demonstrates care, trustworthiness, fairness and professional behavior with students, staff and community members.	There is limited evidence that the principal demonstrates care, trustworthiness, fairness and professional behavior with students, staff and community members.	There is clear evidence that that principal periodically demonstrates care, trustworthiness, fairness and professional behavior with students, staff and community members.	There is clear and convincing evidence that the principal consistently and effectively demonstrates care, trustworthiness, fairness and professional behavior with students, staff and community members.
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Comments or examples:

B) The principal exhibits sensitivity and fairness when dealing with all members of the school community.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal exhibits sensitivity and fairness when dealing with all members of the school community.	There is limited evidence that the principal exhibits sensitivity and fairness when dealing with all members of the school community.	There is clear evidence that the principal periodically exhibits sensitivity and fairness when dealing with all members of the school community.	There is clear and convincing evidence that the principal consistently and effectively exhibits sensitivity and fairness when dealing with all members of the school community.
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Comments or examples:

6. Political, social, economic, legal and cultural context of learning.

A) The principal collaborates with members of the school, community for decision making to promote student learning.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal engages members of the school community for collaboration and decision making to promote student learning.	There is limited evidence that the principal engages members of the school community for collaboration and decision making to promote student learning.	There is clear evidence that the principal periodically engages members of the school community for collaboration and decision making to promote student learning.	There is clear and convincing evidence that the principal consistently and effectively engages members of the school community for collaboration and decision making to promote student learning.
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Comments or examples:

B) The principal knows and understands the cultural context and economic situation in the community and develops programs, activities and policies that benefit students and families in that context.

I am not able to evaluate the principal on this standard.	There is little or no evidence that the principal knows and understands the cultural context and economic situation in the community and develops programs, activities and policies that benefit students and families in that context.	There is limited evidence that the principal knows and understands the cultural context and economic situation in the community and develops programs, activities and policies that benefit students and families in that context.	There is clear evidence that the principal periodically knows and understands the cultural context and economic situation in the community and develops programs, activities and policies that benefit students and families in that context.	There is clear and convincing evidence that the principal consistently and effectively knows and understands the cultural context and economic situation in the community and develops programs, activities and policies that benefit students and families in that context.
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Comments or examples:

Additional comments or general impression of the job the administrator is doing: