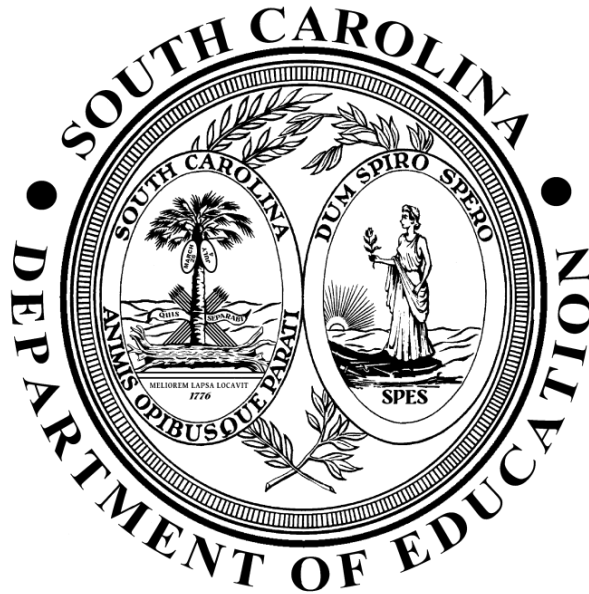


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION
SECRETARY TO THE STATE BOARD OF EDUCATION



**Expanded Program for Assisting, Developing,
and Evaluating Principal Performance
(PADEPP)**

South Carolina State Board of Education

April 12, 2022

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The Legislative Mandate

Pursuant to S.C. Code Ann. § 59-5-60, 59-24-30, 59-24-40 and S.C. Code Ann. Reg. § 43-165.1

Introduction



South Carolina has adopted rigorous standards for students, teachers, and school leaders. The Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) Standards and Criteria play an essential role in South Carolina's standards-based system. Current research consistently indicates that effective principals communicate and distribute leadership to engage all educators in realizing a vision for high quality teaching and improved student learning and growth. The Council of Chief State School Offices (CCSSO) notes that "The demands on school leaders have never been greater. To meet these new challenges, talented principals are essential." With the adoption of the revised standards for principals, South Carolina has clearly defined the traits and skills of effective leaders that are aligned to the Professional Standards for Educational Leaders 2015 (formerly known as ISLLC Standards), the Every Student Succeeds Act 2015 (ESSA), and the Profile of the South Carolina Graduate. These standards promote effective leadership practices among South Carolina's principals, and the result will be an educational system in which all educators and students excel.

The Purpose of Ongoing Assessment of Principal Performance

The purpose of ongoing assessment is to improve performance and effectiveness. The intention is for the process to be professional, supportive, collegial, transparent, and developmental in nature by enhancing the principal's professional practice, knowledge, and skills throughout their careers. Inherent in the process is a relationship between the evaluator and principal that is trustful and based on objective knowledge and evidence of the principal's performance. Improved practice is the result of effective coaching, practice, and effective feedback.

Overview and History of Principal Evaluation in South Carolina



The South Carolina Education Improvement Act (EIA) of 1984 emphasized the important role of principals in student success and established the Principal Incentive Program (PIP). A critical piece of the PIP was the statewide Principal Evaluation Program (PEP), which called for annual evaluation of principals. This initial program for authentic assessment required extensive documentation of principal performance. After a three-year pilot and field tests, the principal evaluation cycle was changed to require full, formal evaluations at least once every three years, with a limited focus on key indicators in the interim years. In 1989, the State Board of Education (SBE) adopted statewide principal evaluation.

The statute for principal evaluation (S.C. Code § 59-24-40) was amended in May 1997. This amended statute required the SBE, through the South Carolina Department of Education (SCDE), to accomplish these three tasks: 1) Identify and adopt criteria and standards for principal performance, 2) Promulgate regulations, and 3) Ensure that all principals develop ongoing professional development plans using the adopted standards and criteria and the school renewal plan.

During the 1998–99 school year, the statewide Principal Evaluation Program Review Committee (PEPRC), in collaboration with the Leadership Academy at the SCDE and the South Carolina Educational Policy Center at the University of South Carolina (USC), identified standards for principal evaluation in South Carolina, based upon the 1996 Interstate School Leaders Licensure Consortium (ISLLC) *Standards for School Leaders*. Criteria were developed by a PEPRC subcommittee, resulting in a document entitled “Proposed Standards and Criteria for South Carolina Principal Evaluation.”

During the spring of 1999, eighteen members of a statewide committee were invited to serve on a new committee. The newly-established committee consisted of eighteen individuals representing superintendents, human resources personnel, directors, principals from all levels, classroom teachers, guidance counselors, media center specialists, other school district employees across South Carolina, and higher education. The Office of Professional Development in the SCDE contracted with the Educational Policy Center at USC to serve on this committee, as well as provide technical expertise regarding reliability and validity of evaluation instruments and processes. This committee analyzed thirty-five evaluation documents from other states, four evaluation documents from national organizations, and fifteen evaluation instruments from local school districts.

The committee also sought input from the National Association of Secondary School Principals (NASSP) representatives and the SCDE’s Office of Teacher Certification and Office of Teacher Expanded PADEPP

April 12, 2022

Induction and Evaluation regarding the principals' performance standards and criteria. In soliciting input from a statewide field review, seventy pages of comments and suggestions were considered and used in revising the proposed standards and criteria. The program name was changed from the Principal Evaluation Program (PEP) to the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). After input from State Superintendent Inez Tenenbaum, the proposed PADEPP regulation, including reference to guidelines for standards and criteria, was adopted by the SBE in December 2000. The PADEPP regulation was approved by the General Assembly in June 2001.

In January 2008, the National Policy Board of Educational Administration adopted the *Educational Leadership Policy Standards: ISLLC 2008*, which updated the *1996 ISLLC Standards for School Leaders*. Since the South Carolina PADEPP standards and criteria are based upon the 1996 ISLLC standards, it was appropriate to update the 2001 PADEPP regulation. In addition, the Regulation 43-165.1 needed revisions to remove outdated verbiage, update and clarify current responsibilities and procedures of school districts and the SCDE, and allow for general collection of principals' evaluation data for purposes of pre-service and in-service preparation and training of principals.

To this end, the Office of School Leadership in the SCDE solicited input from a representative group of superintendents, human resources directors, educational leadership professors from South Carolina universities, principals, and SCDE personnel during the summer and early fall of 2008 regarding revisions to the PADEPP regulation. The proposed revisions were also presented to the South Carolina Educational Leadership Roundtable, the School Leaders Educational Institute Fellows (SLEI), and the South Carolina Association of School Administrators (SCASA) Instructional Leaders Roundtable for further suggestions.

After the SBE adopted the revised PADEPP regulation in December 2008, Regulation 43-165.1 was submitted to the General Assembly for promulgation. The amended regulation was approved by the General Assembly effective May 2009 and published in the *State Register* on June 26, 2009.

After amendment of the regulation in 2009, the standards and criteria, referred to in Regulation 43-165.1, were placed in the ***PADEPP Implementation Guidelines***. These guidelines clarified responsibilities, procedures, and forms for the principal evaluation process in South Carolina to school districts, principals, and the SCDE.

In June 2014, the SBE amended the South Carolina educator evaluation guidelines, including PADEPP, to include student growth as a significant factor to meet requirements for the Elementary and Secondary Education Act (ESEA) flexibility waiver. The PADEPP regulation was amended on January 21, 2015, to include references to Standard 10 on Student Growth to conform to the June 2014 change.

In December of 2015, the reauthorization of ESEA was signed into law as ESSA, allowing states greater flexibility in designing educator evaluation systems. The reauthorization allowed the removal of ESEA required test score measures as a stand-alone measure (Standard 10) and allowed the use of summative and formative student achievement and growth data to inform other standards within PADEPP. In February of 2017, revisions of the PADEPP instrument and guidelines were aligned to the new Professional Standards for Educational Leaders (PSEL) 2015, ESSA, and the Profile of the South Carolina Graduate. The PADEPP revisions were also based upon stakeholder

feedback from focus groups, an online feedback survey, advisory groups across the state, and a representative principal review team.

In January of 2022, an advisory group proposed further revisions to the PADEPP instrument and additions to Appendix A and Appendix B to align more closely with PSEL and to reflect the principal's role in promoting each student's academic success and well-being. The proposed revisions were also based on an online feedback survey to all principals and principal evaluators. The proposed amended PADEPP instrument is scheduled for 2022.

Rationale for Revision



The demands on school leaders are greater than ever before. Students must be prepared to successfully compete in a 21st century work place. Despite the cuts in school funding, leaders are being held to higher levels of accountability for student achievement. In recent years, principals have had to adjust their roles and responsibilities to meet these demands. Recognizing the vital role that educational leaders play in student outcomes, the revised Expanded PADEPP Standards and Criteria emphasize the core responsibilities that are most critical to improve the academic success and well-being of children.

Revisions of the Expanded PADEPP Standards and Criteria allow the evaluation instrument to reflect on our intense focus on College and Career Readiness and to align with the research that is providing educators with a better understanding of the relationship between leader quality and student outcomes. In addition, the revisions provide our school leaders with guidance on the skillset necessary for success in an ever-changing education world.

Stakeholder Feedback

In March 2015, PADEPP was updated by the SBE to include locally selected student growth measures and renamed Expanded PADEPP. In an effort to gain stakeholder feedback, the SCDE partnered with the Southeast Comprehensive Center (SECC) to gather, analyze, and communicate educator experiences and perspectives through statewide focus groups and surveys. The findings and recommendations for policy and support based on the findings are published in the *Educator Perceptions of Educator Evaluation in South Carolina, July 2016*, by the American Institutes for Research and are reflected in the current revisions.

Alignment of the Professional Standards for Educational Leaders 2015

The *Professional Standards for Educational Leaders*, adopted by the National Policy Board for Educational Administration in November 2015, are a result of an extensive process that took an in-depth look at the new education leadership landscape. The *Professional Standards* adopt a future-oriented perspective, recognizing that the changing world in which educational leaders work today will continue to transform, along with the demands and expectations for educational leaders. The 2015 Standards envision those future challenges and opportunities so educational leaders can succeed in the future. The South Carolina PADEPP standards and criteria were based upon the previous ISLLC Standards 2008, and it is appropriate to align the Expanded PADEPP to the new Professional Standards for Educational Leaders 2015. The SCDE has conducted an analysis of this alignment, and each of the Professional Standards is now represented in the Standard descriptors and criteria in this revision of the Expanded PADEPP.

Alignment of the Every Student Succeeds Act State Consolidated Plan

ESSA addresses the long-term need for improving equitable access to effective teachers for all students. Specifically, state plans under ESSA must ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

In response to this need, a criterion has been added in Standard 3: Effective Management where the principal works to ensure that each student has equitable access to highly effective teachers, learning opportunities, academic and social support, and other resources necessary for success. This criterion is also a criterion of the *Professional Standards for Educational Leaders*. In addition, a criterion in Standard 4: Climate has been modified to include equitable practice as part of professional staff collaboration.

In conducting a root cause analysis, stakeholders revealed a number of possible root causes related to South Carolina's gaps in the equitable distribution of excellent educators. Applicable root causes are described below along with the revisions of the principal evaluation instrument to address these issues:

- 1) Pre-service teachers lack meaningful exposure to high-minority, high-poverty learning environments in rural districts. The lack of exposure that pre-service teachers may experience in their educator prep programs has the potential to hinder their success in working in an environment that is rural, high minority, and high poverty. It handicaps them because they lack the exposure in dealing with the unique needs associated with an at-risk learning environment.
- 2) There are few connections between institutions of higher education and the local school districts. Institutions of higher education rarely have an opportunity to collaborate with local school districts in specific, meaningful ways. This lack of collaboration prevents those who are leading teacher education programs from understanding the ever-changing needs of the local schools, therefore hindering them from incorporating programs that ensure that teacher candidates are prepared to tackle the needs of the districts. There has been limited outreach to colleges concerning teacher prep candidates who may be successful working with

students in high poverty, high minority schools. There is a disconnect between colleges and universities and school districts which may cause pre-service teachers to make decisions about where they intend to teach based on incorrect perceptions.

In response, a criterion has been added in Standard 5: School/Community Relations that encourages productive partnerships with public and private sectors, such as businesses and institutions of higher education, to promote school improvement and student learning. This criterion is also a criterion of the *Professional Standards for Educational Leaders*.

- 3) High-poverty, high-needs schools are challenging, and teachers in these schools need support, especially in the early years of their careers. School administrators need to be able to provide instructional support, and teachers need an environment where they can depend on each other and work together to meet the many needs of their students. Teachers also need professional learning targeted to their specific students and contexts.

Data from the SCDE also indicates that schools with high concentrations of minority students and students from low-income families have higher teacher turnover than schools with low concentrations of those students.

In response, a criterion in Standard 8: Staff Development has been revised to encourage school leaders to share effective teaching strategies, use coaching skills, and manage staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth. This criterion is also a criterion of the Professional Standards for Educational Leaders.

Embedding Components of the Profile of the South Carolina Graduate

The *Professional Standards for Educational Leaders 2015*, approved by the National Policy Board for Educational Administration, provide a strong, clear emphasis on students, student learning, and students' wellbeing. All domains of leadership work focus on students' academic success as well as the broader learning and development of the students' well-being. Likewise, the Profile of the South Carolina Graduate challenges educators to enable students to develop the Life and Career Characteristics as well as the World Class Knowledge and Skills necessary to stay competitive in today's global economy, addressing the need for a sustainable, educated, and qualified workforce.

In response to this focus at the national and state level, the descriptors for each standard include the responsibility of principals to foster the overall well-being of each student.

In Standard 2: Instructional Leadership, a criterion has been added for the collaboration with teachers and staff to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. This criterion aligns with the Profile of the South Carolina Graduate as well as the Professional Standards for Educational Leaders.

While Standard 10 was designated only for academic student growth, embedding student growth into the other nine standards also provides the opportunity to enhance student growth connected to the social, emotional, and developmental growth of all students. This broader sense of student growth will align with overarching focus of the *Professional Standards for Educational Leaders* by ensuring the well-being of each student through the transfer of core values and equity for all

learners. These connections will also support the World Class Skills and Life and Career Characteristics of the Profile of the South Carolina Graduate. For example, for Standard 4: Climate, one of the criteria has been revised to address the need for programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills. Measures of student growth for these skills could include evidence such as graduation rates, attendance rates, Advanced Placement or International Baccalaureate enrollment, college acceptance rate, work, or career placement rates, or other similar data.

According to the analysis of stakeholder feedback presented in the *Educator Perceptions of Educator Evaluation in South Carolina* report by the American Institutes for Research in July 2016, the majority (58.2 percent) of the secondary administrators surveyed agreed that these types of student outcomes should be used as additional sources of evidence for Student Growth (18.3 percent disagreed; 23.5 percent did not know).

Embedding Student Growth

While states have more flexibility under ESSA, the SCDE felt it was imperative to keep student growth a prominent component of the principal evaluation system.

Principals influence working conditions, including goals and expectations, school culture, teacher quality, instructional programs, monitoring performance, and school safety. These conditions, found throughout Standards 1-9, affect teacher quality and student achievement. Rather than focusing on growth measures alone or principal practice in isolation, current research indicates the need to measure leadership practice by uncovering the actions and behaviors that contribute to the organizational conditions and teaching quality needed to improve student learning. Therefore, the emphasis on student growth has been embedded throughout the revised standards.

The most obvious standard that relates directly to student academic performance is Standard 2: Instructional Leadership. For example, one criterion that already ties directly to student data will be preserved: Demonstrates proficiency in analyzing research and assessment data. In addition, the following criteria have been modified in Standard 2: the principal monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students; and the principal ensures the use of data from appropriate assessments and educational research to continuously monitor progress and strategically improve instruction in response to ongoing progress monitoring. These criteria also reiterate the importance of the instructional leader's role in assisting teachers in the Student Learning Objective (SLO) process.

Another standard that will now directly address student growth is Standard 9: Principal's Professional Development. Student Growth has been added as a third requirement for the Principal Professional Development Plan: The principal develops and implements an appropriate annual professional development plan on the basis of three required areas: identified strengths and weaknesses, the district strategic or school renewal plan, and area(s) for student growth. For each of the three goals, principals must develop an action plan and monitor their progress towards meeting those goals.

Student growth data can also support the ratings in the other eight standards of professional practice. The following criteria have been added, modified, or preserved:

Standard 1: Vision: The principal collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the school's vision in order to foster the academic growth and well-being of each student.

Standard 3: Effective Management: The principal screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements to optimize their professional capacity to facilitate student growth.

Standard 4: Climate: The principal establishes and supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.

Standard 5: School/Community Relations: The principal accurately communicates student achievement or status to constituents and employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.

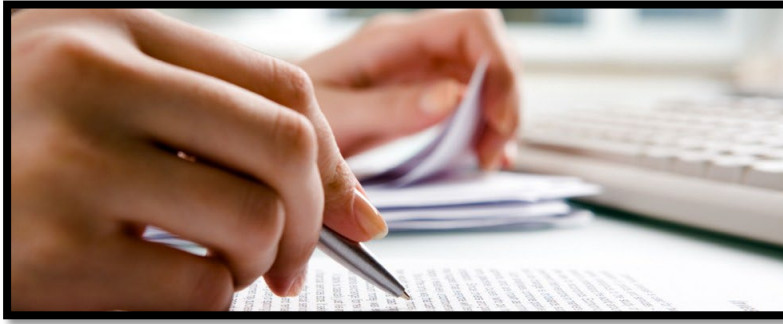
Standard 7: Interpersonal Skills: The principal collaborates with teachers and staff to monitor and improve multiple measures of student progress.

Standard 8: Staff Development: The principal collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.

Standard 9: Principal's Professional Development: The principal participates in professional development opportunities to further understand and utilize best practices that promote student growth.

According to the analysis of stakeholder feedback presented in the *Educator Perceptions of Educator Evaluation in South Carolina* report by the American Institutes for Research in July 2016, 83.3 percent of the administrators surveyed agreed that student growth should be required as an artifact or a source of supporting evidence for a different standard (9 percent disagreed; 7.7 percent did not know).

The Evaluation Instrument



Standards

The principal evaluation instrument is based on standards and criteria that have been adopted by the SBE. Leadership practice is divided into these nine standards:

1. Vision,
2. Instructional Leadership,
3. Effective Management,
4. Climate,
5. School/Community Relations,
6. Ethical Behavior,
7. Interpersonal Skills,
8. Staff Development, and
9. Principal's Professional Development.

Each standard is important in principal evaluation because each encompasses a core, fundamental area of principals' practice. The nine standards are deeply interconnected as a principal's practice in one area can influence their practice in other areas. Further, principals may need to focus on particular standards depending on the needs of the school each year. Because of this, the standards are not weighted. It is imperative that the principal and evaluator collaborate and determine the standards of focus and priority at the beginning of each school year.

Performance Levels

To assess principal practice using the nine standards and to help frame supports for principals, the rubric describes leadership actions across four performance levels for each of the standards and criteria.

Exemplary: Exemplary principals continuously demonstrate an expert level of performance.

Proficient: Proficient principals consistently implement effective leadership practices and demonstrate an adept level of performance.

Needs Improvement: Principals needing improvement may demonstrate the knowledge and awareness of effective leadership practices, but do not consistently or effectively execute those practices.

Unsatisfactory: Unsatisfactory principals, over time, have not met the standard and have not demonstrated acceptable levels of performance. Their practice and outcomes require immediate attention and monitoring.

Using the Rubric: Development and Accountability

The principal evaluation system has two purposes:

1. **It informs professional growth:** The standards and rubric can be used as developmental tools to assist principals in identifying priority areas for their own professional growth that are aligned to the needs of their school. The rubric contains a detailed continuum of performance for every criterion of principal practice to serve as a guide and resource for school leaders and evaluators to collaborate about practice and identify specific areas for growth and development.
2. **It is the basis for assigning performance ratings:** The standards and rubric should also be used to review all evidence of principal practice and assign ratings of the leader's practice in relation to each standard. Evaluators and principals will review principal practice and specifically the evidence from the three categories described below. Evaluators will then complete evaluation detail at the standard level, using the detailed criteria as supporting information as needed.

A comprehensive effort to gather evidence of leadership practice includes three elements:

1. **School visits:** During the assessment process, information derived from observations at the building level may provide multi-dimensional evidence of principal performance. The evaluator will be able to observe the principal in action, and see portions of the principal's leadership that impact teaching and learning. Direct observation of principal practice occurs when the evaluator is physically present in the school where the principal is present and leading. These observations include but are not limited to leadership team meetings, principals observing teacher practice, or principal to teacher feedback conversations. Indirect observation of principal practice occurs when the evaluator is observing or reviewing systems or processes that have been developed and implemented by the principal but operate without the principal present. These indirect observations include but are not limited to attending teacher team meetings or collaboration sessions (where the principal is not present) or observing teacher practice across multiple classrooms. Examples of job-embedded activities are found in the Appendix A as a guide for principals.
2. **Artifacts:** Artifacts documenting principal practice will be collected and presented to the evaluator for each of the applicable standards. Examples of artifacts are found in Appendix B as a guide for principals and evaluators.
3. **Principal's Self-Assessment:** Effective principals are reflective of their professional practice. The Principal's Self-Assessment allows principals to continue to improve their skills and collect evidence between the Mid-Year Conference and final ratings. Principals will submit the Principal's Self-Assessment Form (see Appendix C) along with any

documentation or evidence of continued growth to the evaluator before the End-of-Year Conference.

Evidence collected in these three areas should inform both the professional growth needs of a principal and the summative ratings as part of an evaluation system.

The Evaluation Process



The principal evaluation process is intended to be a cycle of continuous improvement with principals playing a more active, engaged role in their own professional growth and development. In this process, principals and their evaluators collect evidence over the course of the year, culminating with an Overall Summative Rating and recommendations for continued growth and improvement. The desired outcome of this annual cycle for principals and evaluators is a meaningful and sustainable process. We encourage evaluators to prioritize the evaluation process by spending more time in schools conducting high-quality observations of practice and providing actionable feedback to principals. This will enable deep, professional conversations between evaluator and principal and ensure the evaluation process does not devolve into a compliance-driven process.

The process begins with data analysis, self-reflection, and goal-setting for the school year to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented and evidence is collected. The cycle continues with a mid-year formative review conference, followed by continued implementation. The latter part of the process offers principals a chance to formally self-assess, review interim data and reflect on progress to date, a step that ultimately informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal's subsequent goal setting, as the cycle continues into the following school year.

Principals play an important role in their own evaluations. As such, they should understand the PADEPP instrument and guidelines to evaluate professional practice.

The evaluator is the district superintendent or the superintendent's designee. All evaluators must have successfully completed the SCDE's PADEPP training before evaluating principals. The principal evaluator should serve as a leadership coach. The principal evaluator should objectively evaluate the current professional practice of the principal and provide constructive, formative, and summative feedback to inform professional growth.

The Continuous Improvement Cycle



Each step of the continuous improvement cycle is described below:

Data Analysis of Students, School, and Self:

To begin the continuous improvement process and determine areas for growth and refinement, the principal reviews, analyzes, and reflects on the following:

- All available student data,
- Schoolwide goals, and
- Feedback about their leadership practices to identify areas of strength and areas needing improvement.

Orientation Conference and Principal Professional Development Plan:

The process of assessment through coaching begins with building a trusting relationship between the evaluator and the principal. They must establish a shared understanding of the purpose of coaching; confirm confidentiality, identify plans for communication, and clarify specific goals and focus areas. This planning process is supported by the Principal Professional Development Plan. Detailed information and requirements for the Principal Professional Development Plan are found on pages 20-21.

The principal's responsibilities in this phase include:

- Attend the Orientation Conference with the evaluator by September 15.
- Discuss opportunities for evaluator's school visits.
- Reach agreement with the evaluator on a detailed evaluation plan to track progress throughout the year. This plan should include the standards to be assessed, areas of focus for

professional growth, schedule for regular school site observations, evidence collection, feedback, and supports throughout the year.

- Develop the Principal Professional Development Plan (see Appendix D).
- Complete and sign the Orientation Conference section of the Annual Assurances Form (see Appendix E).

The evaluator's responsibilities in this phase include:

- Schedule and attend the Orientation Conference with the principal by September 15.
- Provide a copy of the PADEPP standards, criteria, guidelines, and Regulation 43-165.1 to the principal.
- Provide a copy of the examples of job-embedded activities and artifacts found in Appendices A and B.
- Reach agreement with the principal on a detailed evaluation plan to track progress throughout the year. This plan should include the standards to be assessed, areas of focus for professional growth, a schedule for regular school site observations, evidence collection, feedback, and supports throughout the year. *Since the standards are not weighted, it is imperative that the evaluator communicate the areas of focus and priorities to the principal during the Orientation Conference to ensure this process is fair and transparent. The areas of focus and priorities should be agreed upon by the evaluator and principal based upon the unique and timely needs of the school.*
- Approve the Principal Professional Development Plan.
- Schedule the Mid-Year Conference with the principal.
- Complete and sign the Orientation Conference section of the Annual Assurances Form (see Appendix E).

Ongoing Plan Implementation and Evidence Collection:

As the principal implements the plan, the principal and the evaluator both collect evidence about the principal's practice. As noted previously, evidence of principal practice comes in many forms and, when reviewed together, provides a comprehensive view of principal practice. Evidence is collected through direct and indirect observations of principal practice, artifacts (including school data), and the Principal's Self-Assessment, which is completed and submitted after the Mid-Year Conference. High-quality sources for evidence of principal practice include observations of leadership team or teacher team meetings; the principal's conversations with staff, students, and families; and artifacts of data analysis with the associated plans for response.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting. We recommend that evaluators follow the process described in the box on page 16 to maximize the opportunity to gather evidence relevant to a principal's leadership practice priority areas and student learning priorities.

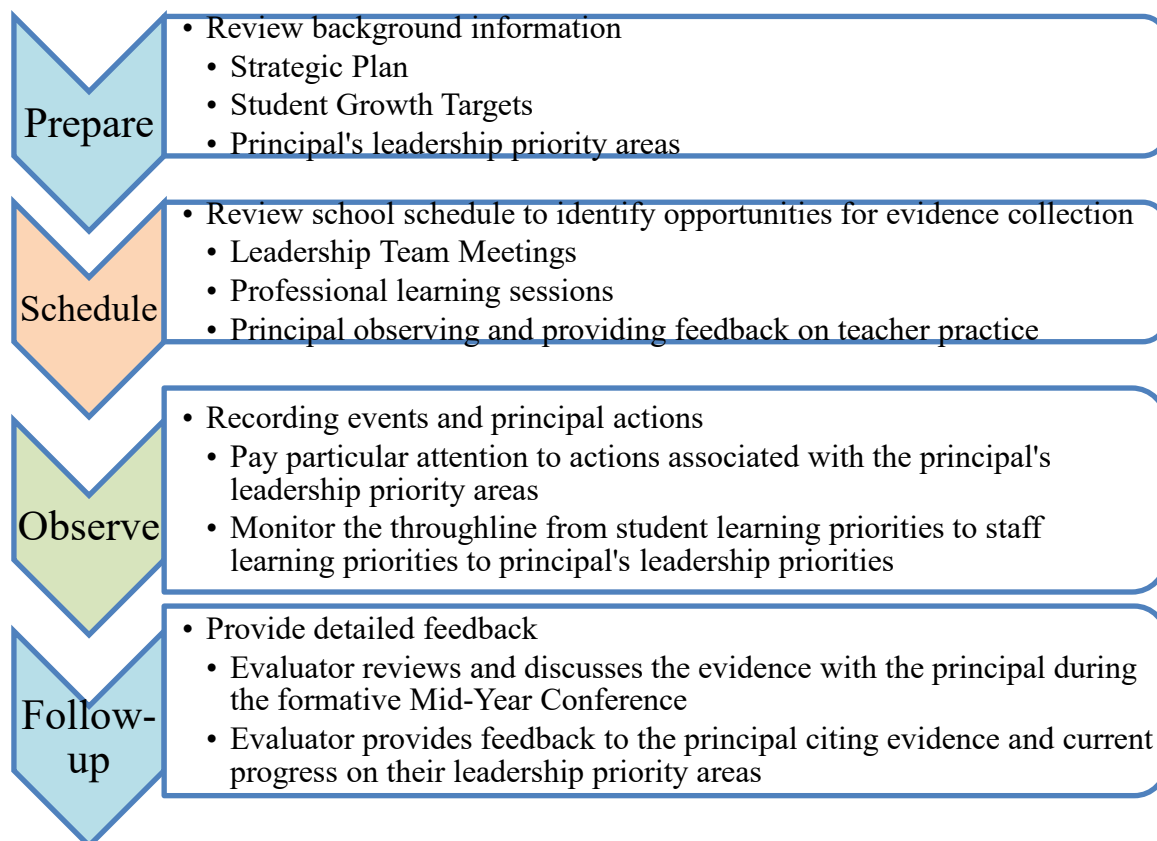
It is important for evaluators and principals to gather a preponderance of evidence to make fair and accurate judgments about a principal's practice. The evidence collected will be shared and discussed at the Mid-Year Conference.

Conducting High-Quality School Site Visits

Evaluators gather evidence of principal practice through school site visits and observations of principals in action, especially prior to each milestone step in the continuous improvement cycle. Further, educators conduct additional school site observations for principals who are new to their district, school, the profession, or who have previously received ratings below Proficient. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of principals to facilitate ongoing feedback, dialogue about principal practice, and continuous improvement. Evaluators provide timely feedback after each observation or collection of evidence.

The following process ensures evaluators can make the most of their school site visits and collect the evidence needed to rate principal practice and support their leadership development. This evidence can lead to professional, meaningful conversations between the evaluator and principal during the formative Mid-Year Conference.

The evaluator should be intentional in gathering detailed, relevant evidence that specifically aligns to the principal's student learning priorities and leadership practice priorities. For example, if the evaluator is observing classrooms for the quality of instruction and planning, evidence collection should include a review of lesson plans, professional learning plans, records of observations, and feedback for teachers. The evaluator's follow-up should include monitoring teachers' progress in implementing the instructional strategies recommended by the principal.



Mid-Year Formative Review Conference:

Midway through the school year, when interim student assessment data are available for review, is an ideal time for a formal check-in between the principal and evaluator to review progress. In preparation for this check-in, the principal:

- Analyzes available student achievement data and considers progress toward student learning priorities.
- Reflects on the indicators of leadership practice selected as priority areas and determines whether his/her growth is on track or not.
- Reflects on progress made toward the goals of the Principal Professional Development Plan.

During the Mid-Year Conference, the principal presents professional practice evidence for applicable standards. The evaluator uses this evidence as well as the evidence collected during observations, to provide feedback.

At the conclusion of the Mid-Year Conference, the principal and evaluator:

- Discuss progress made toward the goals of the Principal Professional Development Plan.
- Sign the Principal's Professional Development Plan (see Appendix D).
- Complete and sign the Mid-Year Conference section of the Annual Assurances Form (see Appendix E).

Ongoing Implementation, Evidence Collection, and Formal Self-Assessment:

After the Mid-Year Conference, the principal continues to collect professional practice evidence on applicable standards.

In the spring, principals assess their leadership practice in relation to the standards and criteria, assigning a self-rating for each standard after identifying areas of strength and growth. The principal addresses progress made since the Mid-Year Conference, and submits the Self-Assessment Form (see Appendix C) along with any documentation to the evaluator before the End-of-Year Conference.

The self-assessment informs the evaluator's summative evaluation ratings of the principal and lays the groundwork for the next year's continuous improvement process.

End-of-Year Conference and Evaluation Rating:

At the end of the year, the evaluator assigns summative ratings to each assessed standard, as well as an Overall Summative Rating. Specifically, the evaluator:

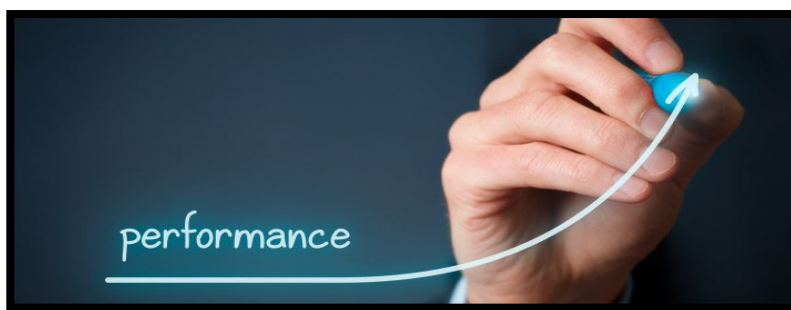
- Reviews the Principal's Self-Assessment and all evidence collected over the course of the year and determines professional practice ratings.
- Schedules and meets with the principal for the End-of-Year Conference to convey strengths, growth areas, the summative ratings with written evidence to support the rating for each standard, an Overall Summative Rating, and next steps.

- Provides feedback on the Principal's Professional Development Plan and signs it.
- Completes and signs the End-of-Year Conference section of the Annual Assurances Form (see Appendix E).
- Completes and signs the Principal's Summative Evaluation Form (see Appendix G).
- Ensures that principal evaluation results, along with Assurances, are submitted to the SCDE by September 1.

The principal:

- Attends the End-of-Year Conference with the evaluator.
- Presents evidence of accomplished goals of the Principal's Professional Development Plan.
- Signs the Principal's Professional Development Plan.
- Completes and signs the End-of-Year Conference section of the Annual Assurances Form (see Appendix E).
- Signs the Principal's Summative Evaluation Form (see Appendix G).
- Uses the Principal's Summative Evaluation results to inform performance goals and professional development planning for the following year.

Summative Evaluation Ratings



To assign an overall rating of principal leadership practice, the evaluator takes the following steps:

1. Review all evidence collected from informal and formal observations, artifacts provided by the principal, and the principal's self-assessment. The Principal's Summative Evaluation Form Worksheet (see Appendix F) may be used to combine ratings from principal and all evaluators.
2. For each of the performance standards being assessed, determine the rating (Exemplary, Proficient, Needs Improvement, or Unsatisfactory) that matches the preponderance of evidence.
3. Use the explanation below to determine an Overall Summative Rating.
 - Exemplary – Performance is at the exemplary level *across* performance standards,
 - Proficient – Performance is generally *at or above* the proficient level on *most* performance standards,
 - Needs Improvement – Performance is generally *below* expectations,
 - Unsatisfactory – Performance is below *all* expectations
4. Describe the evidence that supports each rating.
5. Provide succinct, targeted feedback on what professional growth needs to occur so the principal has a clear understanding of the path to continued growth and improvement and concrete examples of supports that will help him/her improve practice.

6. After completing the instrument, the rating for each standard assessed should be transferred to the Rating Profile on the Principal's Summative Evaluation Form (see Appendix G).

Principal Professional Development Plan

The Principal Professional Development Plan must include up to three SMART goals. Each year, the principal will develop a plan by identifying two or three priority areas for growth in his/her leadership practice that are aligned to:

- principal's strengths and weaknesses, including all performance standards rated the previous year as below "Proficient,"
 - district strategic or school renewal plan goals, and
 - student growth goals.
1. At the end of each evaluation cycle each year, and before writing the next year's Professional Development Plan, the principal should engage in professional self-assessment and reflection regarding the prior year's formal summative evaluation results. The plan should then be based upon the principal's professional strengths and weaknesses, as well as the district strategic or school renewal plan.
 2. The principal, in collaboration with his/her supervisor, will analyze available and appropriate school/student data to determine the Professional Development Plan goals for the next evaluative cycle. Those goals will be entered on the Principal Professional Development Plan form, along with their relationship to the student data results, the principal's prior summative evaluation, and the district strategic/school renewal plan (see Appendix D). While the template allows for three goals, the number of goals for each principal may vary when satisfying the three required areas.

Student Growth Goals

Student growth is defined as the change in student achievement for individual students between two or more points in time. Direct student growth could include state assessments, such as SC Ready, SCPASS, Access, and others, or local formative assessments, such as MAP, DRA, SLO's, common formative assessments, TE 21, benchmark testing, objective performance-based assessments, and others. When selecting assessments the key is to be able to document student growth between two or more points in time, regardless of whether the assessment itself is given multiple times. Indirect student growth measures would be comprised of measures which impact student achievement, such as retention rates, graduation rates, attendance, discipline data, AP or IB enrollment, college acceptance rates, work or career placements, and others. Both direct and indirect examples would be appropriate measures of student growth. *Ideally, the principal will select the area(s) of student growth based upon the organizational needs after careful data analysis and the supervisor would approve the goals during the Orientation Conference.*

3. The principal will identify the specific strategies to be used to meet the identified goals. The principal will establish benchmarks (timeline) and completion date. The completion date should fall within the annual evaluation cycle.
4. The principal and evaluator will review the Professional Development Plan in the Orientation Conference. When the goals have been agreed upon, both the principal and the

supervisor(s) will sign the plan. The principal and evaluator will retain copies of the signed plan.

5. At least at the Mid-Year and End-of-Year Conferences, the principal and the evaluator(s) will discuss progress toward meeting the goals. Signatures on the plan should reflect the dates of the Mid-Year Conference. The principal should be ready to present evidence of completion of the goals before the principal and the evaluator meet to discuss the plan at the end of the school year. Both will sign the plan at the End-of-Year Conference, signifying that the meeting was held. The evaluator may also include end-of-year comments regarding results of the plan or suggestions for future goals.

Evaluation Requirements for Tier I and 2



Tier 1

Induction principals are those serving for the first time as building-level principals. These principals are considered interim until the requirements of the Principal Induction Program are completed. According to S.C. Code § 59-24-80, first-year principals shall participate in an induction program as provided for in SBE Regulation 43-167, “Principal Induction Program.”

School districts may elect to send principals with out-of-state experience to the Principal Induction Program in order to introduce them to South Carolina statutes, regulations, and performance standards; however, formal evaluation is required as stated below.

In accordance with Regulation 43-165.1, the superintendent or designee shall provide the first-year principal with written and oral feedback relative to all performance standards and criteria, and principals are to receive this feedback at least at mid-year and end-of year conferences.

The superintendent or designee will observe, collect relevant data, and consult with the first-year principal on a regular and consistent basis.

The principal will enter the full formal evaluation cycle in his or her second year and will be considered an experienced principal.

During the second year, the superintendent or designee shall formally evaluate the principal on all performance standards and accompanying criteria.

The superintendent or designee shall provide written and oral feedback relative to all performance standards and criteria. Principals are to receive this feedback at least at mid-year and end-of-year conferences.

Upon successful completion of both the Principal Induction Program and a full evaluation on the PADEPP evaluation instrument, the principal will be eligible for Tier 2 principal certification. If the

overall rating on the PADEPP evaluation instrument in any year immediately subsequent to the induction year of employment as a principal is below Proficient, the principal will remain on Tier 1 certification until the SCDE receives verification from the employing school district that the principal has achieved an overall rating of “Proficient” or higher on PADEPP.

Tier 2

The superintendent or designee will evaluate Tier 2 principals annually. A full evaluation using all PADEPP performance standards will be conducted at least every third year. The formal evaluation shall address each of the performance standards and accompanying criteria.

The superintendent or designee shall provide written and oral feedback relative to all performance standards and criteria. Principals are to receive this feedback at least at mid-year and end-of-year conferences.

The superintendent or designee shall conduct informal partial evaluations and provide feedback to the principal in the years between formal full evaluations. Principals are to receive this feedback at least at mid-year and end-of-year conferences. Partial principal evaluations on years between full evaluations will include the areas of Instructional Leadership and Principal’s Professional Development, which will include an annual Principal Professional Development Plan. Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal. An experienced principal new to South Carolina shall be formally evaluated on all performance standards and criteria during his/her first year in the state of South Carolina.

District and State PADEPP Responsibilities



District Responsibilities

Each school district shall ensure that principals receive awareness training that includes familiarity with the following:

- (1) The PADEPP Performance Standards and Criteria for Principal Evaluation,
- (2) The PADEPP principal evaluation instrument and guidelines, and
- (3) Regulation 43-165.1, “Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)”.

Each school district shall ensure that the district superintendent and the superintendent’s designee(s) are trained as evaluators of principals. In addition, school districts must assure that one individual in that district is trained by the SCDE as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with the regulation.

Each school district shall maintain principal evaluation data forms and shall ensure the confidentiality of the evaluation results. Assurances and principal evaluation forms must be submitted annually to the SCDE indicating compliance with this regulation and PADEPP implementation guidelines by September 1.

SCDE’s Responsibilities

The SCDE shall ensure that the PADEPP is appropriately implemented by each school district in accordance with the statute, regulation, and PADEPP implementation guidelines. The SCDE shall collect the following from school districts:

- (1) Required principal evaluation data to determine trends and inform decisions concerning educational leadership preparation and professional development; and
- (2) Annual assurance forms verifying that the PADEPP process is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

The SCDE shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

The SCDE will provide training for evaluators and review data and suggest changes to continuously improve the system so that principals receive valuable feedback to improve their professional practice and increase success among South Carolina's students.

Alternative Systems for Principal Evaluation



Alternative, Aligned District-Developed Systems for Evaluation

All districts and charter schools will be required to implement the revised PADEPP system. Districts and charter schools have flexibility to develop an alternative, yet aligned approach to evaluation of professional practice. Any district or charter school that proposes using an alternative to the state's standards or models for evaluating and supporting educators must present, as part of the district's or charter school's annual educator evaluation plans, evidence that verifies that the proposed standards or models meet the state-level specifications in statute and regulation. Alternative models must yield educator effectiveness ratings that are aligned with the state's ratings and that can be reported annually to the SCDE in the standard statewide reporting format. The purpose of the reporting is to allow new principals to move to Tier 2 status. All alternative educator support and evaluation standards or models from districts must be reviewed and approved by the SCDE and the SBE prior to implementation. Instruments created by local districts or charter schools must be piloted to determine the technical quality. Instruments are required to be valid and reliable for measuring the degree to which a principal's performance meets the PADEPP Standards and Criteria.

Documentation includes the following:

- Copy of the instrument,
- Administration instructions,
- Identification of any standards and criteria unique to the instrument and a justification of their inclusion,
- Description of how the instrument is administered and used to develop the Principal Professional Development Plan,
- Description of the process used to align the instrument to PADEPP Standards and Criteria, and
- Description of how reliability was estimated.

References

Jacques, Catherine and Doug Fireside. 2016. *Educator Perceptions of Educator Evaluation in South Carolina*. Southeast Comprehensive Center: An Affiliate of American Institutes for Research.

National Board of Educational Administration. 2015. *Professional Standards for Educational Leaders 2015*. Reston, VA: Author.

New Leaders, Inc. Principal Evaluation Rubric. 2012.

SCASA Superintendents' Roundtable. *Profile of the South Carolina Graduate*. Adopted by: SC Arts in Basic Curriculum, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, Transform SC Schools and Districts.

South Carolina Department of Education, Office of School Transformation, Division of Innovation and Effectiveness. 2015. *South Carolina State Plan for Equitable Access to Excellent Educators*, September 2015.

Principal Evaluation Instrument Rubric

Principal's Name:

Evaluator:

Date:

Standard 1: Vision

An effective educational leader fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.	Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.	Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.	
Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the school's vision in order to foster the academic growth and well-being of each student.	Collaborates with some stakeholders, or informs stakeholders, about goals, plans, and priorities consistent with the vision of the school in order to foster the academic growth and well-being of each student.	Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Communicates the vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.	Communicates the vision, goals, plans, and priorities to staff, students, parents, and community.	Communicates the vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.	
Implements, evaluates, and refines the plan of action for achieving the school's vision.	Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.	Fails to implement, evaluate, or refine the plan of action for achieving the school's vision.	

Rating:

Standard 2: Instructional Leadership

An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Sets and communicates high expectations for the depth, rigor, and relevance of curriculum and instruction for each student.	Generally sets and communicates high expectations for the depth, rigor, and relevance of curriculum and instruction for each student.	Rarely sets and communicates high expectations for the depth, rigor, and relevance of curriculum and instruction for each student.	
Analyzes a variety of standardized and non-standardized assessments and ensures the use of that data and appropriate educational research to provide systems of intervention and enrichment.	Analyzes assessments and ensures the use of that data and limited educational research to provide systems of intervention and enrichment.	Analyzes few assessments and rarely ensures the use of that data to provide systems of intervention and enrichment.	
Observes staff and assists in the implementation of effective teaching and assessment strategies that support the needs of each student and promote learning.	Routinely observes staff and assists in the implementation of effective teaching and assessment strategies that support the needs of most students and promote learning.	Infrequently observes staff and assists in the implementation of effective teaching and assessment strategies that support the needs of few students and promote learning.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.	Monitors and evaluates the effectiveness of most instructional programs and technology to promote the growth of students.	Rarely monitors or evaluates the effectiveness of instructional programs and technology to promote the growth of students.	
Collaborates with teachers and staff on a regular basis to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	Collaborates with teachers and staff to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	Rarely collaborates with teachers and staff to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	

Rating:

Standard 3: Effective Management

An effective educational leader fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Strategically seeks, manages, and equitably allocates resources to achieve school and district goals according to relevant local, state, and federal requirements.	Often seeks or adequately manages and allocates resources to achieve school and district goals according to relevant local, state, and federal requirements.	Rarely seeks or adequately manages and allocates resources to achieve school and district goals with some attention to local, state, and federal requirements.	
Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements to optimize the professional capacity of all staff members to facilitate the growth of each student.	Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs and assessment data to optimize the professional capacity of most staff members to facilitate the growth of most students.	Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Works with teachers and available resources to ensure that each student has equitable access to highly effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Works with teachers and available resources to ensure that each student has equitable access to effective teachers, learning opportunities, and academic and social support.	Works with teachers and available resources to ensure that some students have equitable access to effective teachers, learning opportunities, and academic and social support.	
Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.	Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.	Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.	
Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.	
Ensures the maintenance of a clean and aesthetically pleasing school environment.	Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.	Does not ensure the maintenance of a clean and aesthetically pleasing school environment.	

Rating:

Standard 4: Climate

An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.	
Involves parents, students, staff, and the community in efforts to create and sustain a positive and inclusive learning environment.	Involves some parents, students, staff, and community members in efforts to create and sustain a positive and inclusive learning environment.	Involves few parents, students, staff, or the community in efforts to create and sustain a positive and inclusive learning environment.	
Establishes and supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.	Establishes and adequately supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.	Does not establish or adequately supervise programs, supports, or services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Develops, implements, communicates, and evaluates practices and procedures that align with district policies and address student misconduct in a prompt, unbiased, and effective manner.	Develops, implements, and typically communicates and evaluates practices and procedures that align with district policies and usually address student misconduct in a prompt, unbiased, and effective manner.	Neglects to develop, implement, communicate, or evaluate practices and procedures that align with district policies and infrequently address student misconduct in a prompt, unbiased, and effective manner.	
Manages conflict and crisis situations in an effective and timely manner.	Manages conflict and crisis situations in an effective and timely manner the majority of the time.	Rarely manages conflict and crisis situations in an effective and timely manner.	

Rating:

Standard 5: School/Community Relations

An effective educational leader fosters the academic success and well-being of each student by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Develops an effective and interactive communications plan and public relations program.	Develops a somewhat effective and interactive communications plan and public relations program.	Does not develop an effective and interactive communications plan and public relations program.	
Participates in school community activities.	Participates in selected school community activities.	Rarely participates in school community activities.	
Involves diverse perspectives from groups of staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	Involves some perspectives from groups of staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	Inconsistently involves perspectives from groups of staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	
Responds to diverse community interests and needs.	Responds to diverse community interests and needs in most cases.	Rarely considers diverse community interests and needs.	
Creates and sustains a variety of opportunities for parent and community involvement in school activities.	Creates and sustains some opportunities for parent and community involvement in school activities.	Misses opportunities for involving parents and the community in school activities.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Builds and sustains productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.	Builds or sustains somewhat productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.	Misses opportunities to build or sustain productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.	
Collaborates with staff to develop effective strategies for parents and the community to support students' learning.	Collaborates with staff to develop strategies for parents and the community to support students' learning.	Seldom collaborates with staff to develop strategies for parents and the community to support students' learning.	
Accurately communicates student achievement or status to constituents and employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	Occasionally communicates student achievement or status to constituents and occasionally employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	Rarely communicates student achievement or status to constituents and rarely employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.	

Rating:

Standard 6: Ethical Behavior

An effective educational leader fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	
Models respect, understanding, sensitivity, and appreciation for all people.	Models respect, understanding, sensitivity, and appreciation in most circumstances.	Inconsistently models respect, understanding, sensitivity, and appreciation for all people.	
Adheres to local, state, and federal requirements.	Adheres to local, state, and federal requirements.	Usually adheres to local, state, and federal requirements.	

Rating:

Standard 7: Interpersonal Skills

An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Demonstrates respect for all stakeholders.	Demonstrates respect for stakeholders with few exceptions.	Inconsistently demonstrates respect for stakeholders.	
Leads with effective interpersonal skills and social-emotional insight and seeks to understand all stakeholders' backgrounds and cultures.	Typically leads with effective interpersonal skills and social-emotional insight and seeks to understand most stakeholders' backgrounds and cultures.	Seldom leads with effective interpersonal skills and social-emotional insight and seeks to understand few stakeholders' backgrounds and cultures.	
Communicates effectively with stakeholders to support school and district goals.	Typically communicates effectively with stakeholders to support school and district goals.	Usually does not communicate effectively with stakeholders to support school and district goals.	
Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Uses appropriate oral and written communication skills.	Uses appropriate oral and written communication skills on most occasions.	Oral or written communication skills hinder effective interactions with stakeholders.	
Collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.	Typically collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.	Inconsistently collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.	

Rating:

Standard 8: Staff Development

An effective educational leader fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.	Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.	Collaborates with staff to create and implement a staff development plan; however, the plan does not contain activities relevant to the achievement of school goals and growth of students and staff.	
Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	
Empowers staff to set meaningful goals for professional growth and development.	Typically empowers staff to set meaningful goals for professional growth and development.	Inconsistently empowers staff to set goals for professional growth and development.	

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	Usually shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	Sometimes shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.	
Encourages and develops collective leadership.	Usually encourages and develops collective leadership.	Sometimes encourages and develops collective leadership.	
Prioritizes and supports personalized professional learning that enables teachers to provide equitable access to effective teaching for each student.	Generally prioritizes and supports personalized professional learning that enables teachers to provide equitable access to effective teaching for most students.	Inconsistently prioritizes and supports personalized professional learning that enables teachers to provide equitable access to effective teaching for most students.	

Rating:

Standard 9: Principal's Professional Development

An effective educational leader fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Needs Improvement level. The principal's performance is characterized by most of the following in each level:

Exemplary	Proficient	Needs Improvement	Evidence/Supporting Data
Develops and implements an appropriate annual professional development plan on the basis of three required areas: identified strengths and weaknesses, the district strategic or school renewal plan, and area(s) of student growth.	Develops and implements a plan for professional development on the basis of two of the three required areas.	Develops and implements plan for professional development on the basis of one of the three required areas.	
Establishes and maintains a professional network with other administrators.	Establishes and maintains a limited professional network with other administrators.	Does not establish or maintain a professional network with other administrators.	
Complies with district and state professional development requirements.	Complies with district and state professional development requirements.	Complies with district and state professional development requirements some of the time.	
Participates in professional development opportunities to further understand and utilize best practices that promote student growth.	Typically participates in professional development opportunities to further understand and utilize best practices that promote student growth.	Infrequently participates in professional development opportunities to further understand and utilize best practices that promote student growth.	

Rating:

Appendix A: Examples of Job-Embedded Activities

Standard 1: Vision

- Identify your stakeholders and communicate regularly with them. Conduct quarterly open forums, principal chats, and so forth.
- Seek feedback from a mentor regarding your communications with stakeholders and your action plan for achieving the school vision.
- Formulate your school's vision statement and practice verbalizing it at least once per day.
- Accept a leadership position for a committee, task, or project so that you can practice bringing structure and focus to such a group.
- Meet regularly with your staff and seek input on the implementation, evaluation, and refinement of the action plan for achieving the school's vision.
- Join and become active in community and professional organizations.
- Seek opportunities to participate in district and state level initiatives.
- Establish a common mindset among stakeholders. Imagine with the stakeholders what the school would look like with the vision fully implemented. Discuss how things will look and work in the future. Display a positive "Together We Can Do It" attitude.
- Use the district strategic plan/school renewal plan to guide your activities. Update and revise the plan as appropriate.

Standard 2: Instructional Leadership

- Post or announce a weekly "Principal's Challenge" to students and teachers and recognize those who meet that challenge.
- When communicating expectations, be specific about the process or product you want.
- Focus professional reading to include at least one article or book each week regarding current research on student achievement or assessment data.
- Invite an assistant principal, a peer principal, or a mentor to observe classroom instruction with you. Share and compare your observations and plans for feedback.
- Conduct focus groups with parents to discover their concerns regarding their children's achievement.
- Plan and teach at least one class in each grade level at your school.
- Visit other schools with teams of teachers to observe instruction. Discuss your findings and relate your observations to the curriculum standards.
- Analyze assessment data, identify performance gaps, and lead brainstorming sessions with teachers or parents to address gaps.
- Conduct a validity study on stakeholders' perceptions of existing performance levels and student achievement. Compare these findings to hard data related to performance levels and student achievement. Address differences as warranted.
- Develop in-school teams to work on areas of need identified through surveys, test data analysis, and so forth.
- Analyze student data and observe instructional programs to ensure that students are being served as needed.
- Analyze student work and assessments to determine if they are written at the appropriate depth of knowledge for the standard.

- Promote the belief that student capacity is not limited by race, ethnicity, poverty, language, etc.
- Foster collective responsibility for each student's learning and achievement.
- Ensure teachers and students have access to diverse curriculum resources.
- Ensure high standards and confront low expectations in instruction by having direct conversations with staff members when necessary.
- Examine patterns in discipline referrals and remedial services for any impact on instruction.
- Develop in-school teams to work on areas of need identified through surveys, test data analysis, and equity audits.
- Engage in classroom walkthroughs to observe equitable instructional practices, such as culturally responsive instruction, a classroom culture of respect, differentiation, scaffolding, students' engagement in self-assessment, accountable talk, and authentic intellectual work.
- Check for bias in curriculum and assessment, particularly for locally-selected or designed materials.
- Assess who is doing the majority of the thinking and talking in your classrooms.

Standard 3: Effective Management

- Read grants that have been funded.
- Volunteer to serve on district or state grant writing/reading teams.
- Prior to interviewing candidates for a vacancy, establish a profile for success. Consider knowledge, skills, attitudes, and experiences. Keep in mind that effective teams require various talents, personalities, and strengths.
- Provide resources, feedback, and professional opportunities to teachers as needed to ensure that each student has equitable access to effective teachers.
- Volunteer to serve on district interview teams.
- Invite local law enforcement officials to school programs and functions.
- Make plans to visit at least two schools in neighboring districts. Ask for a tour. Discuss with the principal the school's environment, security procedures, and safety measures.
- Conduct periodic assessments of school facilities for cleanliness, conduciveness to learning, and so forth.
- Facilitate discussions with teachers and curriculum specialists on instructional needs at your school that could be addressed through grants.
- Annually review school-based data, policy, and systems to identify inequitable practices and address their impact on student access and academic achievement.
- Manage fiscal resources and human capital to ensure equitable practices that are responsive to changing demographics, social contexts, and student populations.

Standard 4: Climate

- Conduct an in-school survey of the climate at your school to determine the atmosphere for collegiality, collaboration, satisfaction, well-being, and so forth. Analyze results with a committee. Develop a plan to improve the climate as needed.

- Maintain a daily or weekly journal. Note staff interactions, parent and student interactions, conflicts, crisis situations, and celebrations. Review and reflect on a monthly basis. Adjust your words, actions, and reactions accordingly.
- Discuss school issues such as conflicts, crisis situations, and discipline with a mentor. Compare your systems for prioritizing and gathering information with the mentor's systems and strategies.
- Evaluate your school's organizational framework, focusing on giving each individual the opportunity to contribute to the success of the organization.
- Observe another administrator as he or she addresses a critical problem or issue. Discuss the observation to analyze the nature of the issue, the action taken, and the rationale for decisions.
- Seek opportunities to visit other schools and districts.
- Provide opportunities for positive staff interactions such as retreats.
- Support current teachers and their ability to educate students equitably and facilitate conversations on race and mental health.
- Enable teachers and leaders to recognize the ongoing racial gaps and to speak about race and work towards reducing unconscious bias.
- Prioritize high expectations among teachers.
- Ensure educators have high expectations for student success by seeing firsthand that students are capable of succeeding with more rigorous material.
- Conduct an in-school survey with students and parents to gain feedback on their climate.
- Modify the delivery or practice of suspension or expulsion policies for children in early childhood education programs and primary grades in accordance with district policies.
- Provide school with one or two staff members trained in behavior modification to support teachers and administration.
- Meet with assistant principals on a regular basis to stay informed and provide support as needed.
- Meet with leadership team to stay abreast of current concerns from within the building.
- Keep data on numbers and demographic information on student discipline issues.
- Ensure that student consequences are equitable and consistent from student to student.

Standard 5: School Community Relations

- Identify "key communicators" from all groups represented among your stakeholders. Solicit their ideas and reactions to initiatives, proposals, and other school issues. Communicate facts about school happenings and general information to them on a regular basis.
- Join and participate in local civic organizations such as the Rotary Club, the Optimist Club, and the local Chamber of Commerce.
- Practice active listening on a daily basis. Ask questions, restate impressions, and acknowledge your reception through both verbal and nonverbal behaviors.
- Invite local media personnel to school events and include them in the school mail-outs.
- When making a decision, consider all parties who will be affected by that decision. Seek information from diverse sources to gather different perspectives.
- Volunteer to work in a community organization or project that serves the needs of people, such as a soup kitchen, community co-op, or holiday food drives.

- Visit area churches and establish a relationship with local church leaders.
- Consider the ripple effects, both negative and positive consequences, of your actions before acting.
- Develop individual and school communication plans. Ensure that all relevant staff members have copies of the necessary documents, letters, and other information. Determine who in each area should receive what type of information. Regularly and systematically provide appropriate information to these people.
- Seek opportunities to work on school-based projects that involve people from the community.
- Ponder the concept that equal opportunity may not always mean equal treatment, and equal opportunity may mean different treatment. Consider this question, “Will unequal treatment level the playing field?”
- Seek to understand your own subtle stereotyping. Look for patterns. Take a course or attend a seminar that delves into perceptions of others.
- Encourage community involvement through alliances with faith groups and partnerships with businesses in your school attendance zone.
- Hold principal chats, coffee with the principal, community town hall forums, etc.
- Visit churches and community organizations.
- Involve other languages by securing a translator at meetings.
- Connect directly with students.
- Engage in partnerships with similar schools and communities to review alignment across all programs.
- Listen to and consider all student needs and stakeholder perspectives when making decisions to support equity, i.e., student government meetings.
- Explain distribution choices to clarify why certain resources go towards different students and education priorities.
- Develop and maintain meaningful and ongoing relationships with parents, families, and community leaders, especially those from nondominant communities, to centrally engage them in the educational process and school improvement for equity.
- Hold community conversations about culture and diversity on a regular basis.
- Use parent/community voices to measure cultural responsiveness in school.

Standard 6: Ethical Behavior

- Analyze your comments to others in the framework of the following questions: What purpose is being served by my comments?” “Will my comments assist someone in finding a solution to a problem?” “Am I violating anyone’s confidence?” “Do I know that my information is accurate?”
- Practice responding directly to others’ requests, needs, or concerns.
- Subscribe to a law-related educational journal or periodical.
- Discuss professional and ethical codes with a trusted mentor.
- Read and know the school district’s standards of ethics. Review these professional and ethical codes with staff members. Pose fairness/ethics scenarios for staff discussion.

Standard 7: Interpersonal Skills

- Practice active listening. Make statements that indicate you have heard correctly, you understand, and you respect the comments of others.
- Pay close attention to your body language. Read a book on nonverbal communication.
- Encourage employees to propose their own solutions to the problems or concerns they bring to you.
- Identify employees who are “movers and shakers”; provide them with leadership opportunities.
- Discuss with peer principals or a mentor their strategies for handling conflict.
- Prepare outlines before you write.
- Collaborate with a trusted colleague for editing and proofreading written materials.
- Avoid making written responses when you are angry.
- When time allows, put written correspondence aside overnight. Reread it the following day and edit/revise as warranted.
- Have someone videotape or audiotape you participating in a group session or making a presentation. Study the tape in private. Make note of any behaviors (verbal or nonverbal) you wish to change. Refer to your notes periodically.
- Rehearse in front of a mirror prior to speaking engagements.
- Before meetings, presentations, conferences, and the like, anticipate ten most likely questions you will be asked. Plan your responses.
- When you are not sure of an appropriate response, state that you will think about the matter (or consider it or look into it) and get back with an answer.
- Practice using “we” instead of “I”, “the team” or “us” instead of “me,” and so on, as appropriate. Weave “team” statements into your vocabulary, such as “We can do it. We’re all in this together!”
- Use reference sources, such as a good dictionary, a thesaurus, or a style manual, when writing.
- Make a habit of using spell check and grammar check when you are composing on a computer.
- Work with a mentor to identify strategies for managing and resolving conflict with tact and effectiveness.
- Make presentations to groups as frequently as possible. Ask a trusted colleague to provide you with specific feedback regarding your voice quality (tone, volume, rate, clarity), your use of appropriate presentation devices (visual aids, organizers, organization of thoughts, voice inflection, grammar, pronunciation, gestures, eye contact), and the content of your presentation.
- Document all phone conversations in a telephone log. Follow up on conversations as promised. Return calls promptly.
- Participate in seminars on group dynamics or interpersonal communications.
- Ask students and families directly about their goals and school experiences, listen to what they share, and then act on what they tell you.
- Speak with others in a respectful tone.
- Communicate an open-door policy and schedule protected times to meet with staff and parents.

- Model behavior, communicate high expectations, and recognize/reward desired behaviors.

Standard 8: Staff Development

- Practice brainstorming with faculty and staff regarding professional development needs, opportunities, and goals.
- Conceptualize school-related data as a roadmap. Determine your current location and plan the route to your precise destination. Share the map with stakeholders.
- On a regular basis, ask faculty members about their progress toward goal achievement.
- Challenge, encourage, and empower faculty members regarding professional growth.
- Celebrate milestones.
- Identify and discuss barriers to goal attainment with faculty and staff.
- Verbalize school goals at faculty meetings and team meetings and in conferences.
- Practice communicating personal educational values, professional strengths, and goals in both written and oral forms.
- Practice identifying strengths of others. Assign or delegate to personnel those tasks that will develop their strengths or match their interests.
- Provide professional development opportunities to support equity through equity-focused content, self-reflection, communities of practice, job-embedded learning, differentiated support, and use of inquiry.
- Create a team to find new ways for teachers to be culturally responsive.
- Create culturally responsive professional development opportunities for teachers.
- Include collective and individual responsibility of cultural responsiveness in PLC discussions.
- Work to build teachers' skills delivering lessons in a way that puts most of the thinking work and cognitive lift on students.
- Train teachers in scaffolding strategies that maintain the demands of grade-appropriate assignments.
- Give all educators sustained and regular opportunities to reflect on the biases they have that might cause them to lower expectations for some subgroups of students.
- Conduct a book study on culturally responsive teaching.

Standard 9: Principal's Professional Development

- Seek to discover everything you can about yourself. Increase self-awareness through a 360° feedback process. Compare a self-assessment with stakeholders' perceptions of your strengths and weaknesses. Analyze the results according to the following categories:
 - *validated* strengths-qualities that you and your stakeholders consistently rate as strengths;
 - *validated* weakness-qualities that you and your stakeholders consistently rate as weaknesses;
 - *intuitive* strengths-qualities for which your stakeholders consistently rate you higher than you rate yourself; and
 - *false* strengths-qualities for which you consistently rate yourself higher than your stakeholders rate you.
- Model and share your personal goal-setting process for your faculty.
- Speak with at least one peer principal each week. Discuss what has worked well, what has not worked well, and what you would do differently.
- Volunteer to serve on district and state committees. Seek committee leadership positions.
- Participate in mentor/coaching training. Volunteer to serve as a mentor to a new administrator.
- Volunteer to serve on an AdvancED team.
- Engage in dialogue with a mentor to define clearly your personal educational value system and your short-range and long-range career goals.
- Design a chart of your educational and professional goals. Ask yourself, "Where do I want to be and when?" Develop an action plan to accomplish your goals. Periodically review and reflect on progress.
- Update your technology skills.
- Read professional journals and periodicals.
- Keep a professional growth journal.
- Attend regional, state, or national education workshops or conferences.

Appendix B: Examples of Artifacts for PADEPP Criteria

Preface

District evaluators participating in the principal evaluation pilot study and principals participating in the School Leadership Executive Institute (SLEI) developed the initial version of the following lists of artifacts and performance indicators which might be considered when determining a principal's rating on a particular standard. These lists are provided as examples of possible evidence and are not exhaustive. All relevant evidence may be considered by evaluators and should be noted on the Principal Evaluation Instrument.

Observations made by an evaluator and descriptive statements should be included. The intent is to focus on qualitative measures in a holistic manner, using evidence as appropriate. Local districts have flexibility in establishing specific expectations in the orientation conference.

Standard 1: Vision

An effective educational leader fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criterion 1: Involves stakeholders (e.g., school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.

Evidence:

- Mission statement is printed in materials (handbooks, memos, newsletters, etc.)
- Mission statement posted in school (lobby, classrooms, etc.)
- Membership list, agendas, minutes of School Improvement Council
- Membership list, agendas, minutes of team leaders
- Membership list, agendas, minutes of Student Advisory Committee
- Annual School Reports
- PTA/PTO Parent Night agendas and flyers
- Surveys from parents, community, teachers, and students
- Civic involvement calendar/list
- Stakeholders' ability to verbalize vision of school
- District administrative input
- Observation of school meetings
- Interviews with members of school groups such as SIC, PTA/PTO, etc.
- School Improvement Plan

Criterion 2: Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the school's vision in order to foster the academic growth and well-being of each student.

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Evidence:

- Written timelines
- Surveys from parents, community, teachers, and students
- Agendas and minutes of meetings
- School newsletters
- Completed action plan to accomplish vision of school
- Logs of action plans
- Observation of SIC or other school meetings
- Student handbooks listing vision and mission of school
- Interviews with members of school groups such as SIC, PTA/PTO, etc.

Criterion 3: Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.

Evidence:

- Various school publications (faculty, student handbooks)
- Memos from principal to staff
- Visual displays in or around the school or school community
- Mission statement posted in building
- Prepared presentation (power point)
- Agendas from school meetings
- Annual School Report
- School and staff calendars
- Welcome back letter from principal to staff, parents, and students
- Observation of principal's remarks at Open House or other school meetings
- School website
- Newspaper articles
- Parent and student newsletters

Criterion 4: Implements, evaluates, and refines the plan of action for achieving the school's vision.

Evidence:

- Budget decisions reflect priorities of the vision of the school
- School renewal plan reflects the vision of the school
- Timeline for review of action plan
- Minutes of school leadership meetings
- Analysis of success/failure of goals
- Applications to awards/recognition programs (Palmetto's Finest, Blue Ribbon, Schools of Promise, etc.)
- Observation of school meetings with teachers or SIC to discuss evaluation of plan
- Documentation of changes made in the plan based on evaluation data

Standard 2: Instructional Leadership

An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criterion 1: Sets and communicates high expectations for the depth, rigor, and relevance of curriculum and instruction for each student.

Evidence:

- Written instructional goals
- Display of student work
- School renewal plan
- School manuals and guides
- Teacher expectation packet
- Meetings for team leaders/Department Chair input
- Grade-level guides and meetings
- Identified benchmarks
- Agendas for any meetings where student achievement, curriculum, or instruction are discussed
- End-of-course tests
- School-wide performance charts (monthly) in the lobby
- Letters to parents
- Quarterly letters to honor-roll students
- Observation of principal's interactions with teachers regarding instruction, curriculum, or student achievement
- Newsletter articles regarding student achievement goals
- Handbooks

Criterion 2: Analyzes a variety of standardized and non-standardized assessments and ensures the use of that data and appropriate educational research to provide systems of intervention and enrichment.

Evidence:

- Collaboration with staff/district to analyze data
- Standards driven curriculum
- Presentation for all stakeholders of test results and implications
- Survey results
- Observation of principal in work sessions to analyze data
- Faculty meeting agendas
- Professional development plans

- Student profiles of test results (looked at by teachers)
- Grade level/department minutes and notes

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- Tracking of student assessment data
- Standards-based instruction
- Monitoring of staff adaptation to curriculum based on assessment results
- Improvement plans
- Written evidence of effective research practices
- Remediation/Acceleration Programs in place
- Program initiatives based on school needs (through test scores, etc.)
- Staff development plan
- Documentation of changes made after analysis of assessment data
- School renewal plan
- Summary reports
- Action plans that address gaps found in disaggregated data

Criterion 3: Observes staff and assists in the implementation of effective teaching and assessment strategies that help to support the needs of each student and promote learning.

Evidence:

- Observation schedule
- Written feedback, improvement plans, teacher evaluation data
- Interviews with teachers
- Staff development plan
- Newsletters about instructional program
- Observation of principal working with teachers
- ADEPT/Expanded ADEPT records
- Review of instruction, assessment, and student work to ensure students have knowledge/skills to experience success
- Lesson plans, administrative observations, and administrative walk-throughs with equitable and culturally responsive language that incorporates community-based voice and perspectives

Criterion 4: Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.

Evidence:

- Student Profile Sheets
- Observation/feedback records
- Assessment samples
- Analysis of all types of student assessment
- Literary coach or curriculum coordinator on staff
- Lesson plan logs
- Analysis of test results
- Grade distribution forms
- Comparison of pre/post tests; all previous data
- School renewal plan

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- Summary Report
- Teacher specialists employed
- Professional growth plans
- Charts/graphs
- Academic benchmarks
- Technology programs and activities promoting growth

Criterion 5: Collaborates with teachers and staff on a regular basis to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

Evidence:

- Community service projects
- Lesson plans
- Minutes and agenda for committee work
- Minutes of meetings with teachers
- Posted information on the Profile of the South Carolina Graduate
- Embedded instruction on World Class Skills and Life and Work Characteristics in the Profile

Standard 3: Effective Management

An effective educational leader fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criterion 1: Strategically seeks, manages, and equitably allocates resources to achieve school and district goals according to all relevant local, state, and federal requirements.

Evidence:

- School budget reflects district's school goals
- Business partnerships
- Grant application(s)
- Allocation of school funds, PTA/PTO funds, etc. to achieve goals
- Reallocation information
- Written procedures for purchasing
- Purchase orders
- Monthly spending reports
- Grants
- Audits
- Report from district budget/finance offices
- School budget

Criterion 2: Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements to optimize the professional capacity of all staff members to facilitate the growth of each student.

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Evidence:

- Master schedule reflects collaboration and planning time
- Human resource plan
- Allocation requests
- Participation in recruitment, screening, interviewing activities
- Evidence of match between learning needs and preferences of students and teachers
- Assignment of staff duties
- Inclusion of other administrative staff and teachers in interviews
- Job interviewing questions and annual reviews of teachers with equitable and culturally responsive language that incorporates community-based voice and perspectives

Criterion 3: Works with teachers and available resources to ensure that each student has equitable access to highly effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

Evidence:

- Teacher evaluation records
- Teachers' professional development plans
- Students' schedules
- Differentiated professional development provided to teachers
- List of resources given to teachers
- Instructional coaches' schedule in assisting teachers as needed
- Students enrolled in instructional support programs

Criterion 4: Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.

Evidence:

- Record of staff attendance
- ADEPT records
- Plan/policy for checking lesson plans
- Feedback on lesson plans
- Teacher observation feedback
- Letters to staff and individual teachers/staff
- Evaluations
- Interviews with school staff
- Copies of formal and informal observations

Criterion 5: Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.

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Evidence:

- Duty schedules
- Security and safety plan
- Emergency plans
- Crisis management plan
- Drill schedules, summaries
- Clearance from the fire department
- Signs posted in facility
- Evaluations of drill procedures
- Rules posted
- Review of school response(s) to any local emergency situations
- Playground inspection
- Incident reports
- Discipline reports

Criterion 6: Ensures the maintenance of a clean and aesthetically pleasing school environment.

Evidence:

- Observation of a clean and pleasing school environment
- Maintenance logs, reports, and requests
- Students' work is visible throughout the building
- Surveys
- Interview with students and staff
- Walk-through records

Standard 4: Climate

An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate.

Criterion 1: Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.

Evidence:

- System of rewards and celebrations for teachers
- Common planning time in schedule
- Surveys
- Observation of staff interaction
- Interviews with staff
- Grade-level meeting agendas
- Child-centered education
- Continuous improvement

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Criterion 2: Involves parents, students, staff, and the community in efforts to create and sustain a positive and inclusive learning environment.

Evidence:

- Surveys
- Report card conferences
- Announcements of activities
- Volunteer lists
- Invitations
- Interviews with parents/community members
- Evidence of community involvement such as mentoring, tutoring, etc.
- Celebrations
- Observation of parent/community activities at school
- PTA/PTO programs, agendas, schedules
- Family day activities
- Special events (Doughnuts for Dad, Rock and Read, Grandparents' Day, etc.)

Criterion 3: Establishes and supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.

Evidence:

- Guidance programs
- Clubs
- Civic programs
- Honor Roll
- Intramural programs
- Peer remediation
- Athletic programs
- Literacy cards
- Academics/tutoring
- Open day snack machines
- Fine arts program
- Token economy programs
- Competitions
- Artists-in-Residence
- Character education program
- Assembly programs
- Parenting classes
- Awards
- Dinners
- Volunteers in school
- Job shadowing experiences
- Career days

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Criterion 4: Develops, implements, communicates, and evaluates practices and procedures that align with district policies and address student misconduct in a prompt, unbiased, and effective manner.

Evidence:

- School discipline records
- Alternative classes and programs
- Observations of students at school
- Use of management materials, such as Harry Wong
- Interviews with parents, teachers, and students
- Student-teacher handbook
- Athletic handbook
- Code of conduct
- Responsibility plans and contracts
- Referrals to district office
- Intervention plans
- Discipline plan
- In-school suspension program, behavior management centers
- Discipline records
- Incident reports
- Lack of calls to district office
- Surveys

Criterion 5: Manages conflict and crisis situations in an effective and timely manner.

Evidence:

- Crisis management plans (severe weather, intruder, and so forth)
- Peer mediation
- Evaluative component and timeline (after each crisis)
- Grievance policy
- Referrals to district office
- Discipline records
- Interviews with parents, teachers, or students
- Guidance services
- Observation of principal during conflict or crisis situations

Standard 5: School/Community Relations

An effective educational leader fosters the academic success and well-being of each student by collaborating effectively with stakeholders.

Criterion 1: Develops an effective and interactive communications plan and public relations program.

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Evidence:

- Student report cards/conference days
- Copy of plan for school/community involvement
- Annual reports
- Public relations plan
- Orientation packet and meetings
- Communications with parents and community and newsletters
- School Renewal Plan

Criterion 2: Participates in school community activities.

Evidence:

- Membership/involvement (Rotary, church, etc.)
- Climate survey
- School initiated community activities
- Ticket stubs
- Observation of community activities
- PTA/PTO, SIC attendance
- Attendance at sporting events

Criterion 3: Involves the diverse perspectives from groups of staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.

Evidence:

- Survey results
- Report to the People
- SIC minutes, dates, agendas
- AdvancED information
- Booster clubs
- Grade level meetings
- Junior Achievement involvement
- Open houses
- Conference schedules
- Meeting agendas and sign-in sheets
- Proof of translation services

Criterion 4: Responds to diverse community interests and needs.

Evidence:

- No evidence to the contrary
- Involvement in diverse community activities
- Alternate meeting times and places for parents
- Service Learning Projects
- Newspaper articles
- Newsletters

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- Interviews with parents or community members

Criterion 5: Creates and sustains a variety of opportunities for parent and community involvement in school activities.

Evidence:

- PTA/PTO meetings
- Math/Science nights
- SIC/Strategic Plan meetings
- List of volunteers
- Sign-in records of involvement
- Observations of school activities
- Parent center in school
- Parent workshops

Criterion 6: Builds and sustains productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.

Evidence:

- List of school business partners
- List of student interns, student teachers, and hosting teachers
- Communication between school and institutions of higher education to collaborate experiences, observations, and expectations
- Inclusion of student interns and student teachers with school meetings, activities, and professional development opportunities

Criterion 7: Collaborates with staff to develop effective strategies for parents and the community to support students' learning.

Evidence:

- Staff involvement in school program
- Student council, principal's cabinet, etc.
- Homework centers
- Parent-teacher conferences
- Parent volunteer programs
- Academic assistance plans and conferences
- Reading grandmothers, grandfathers, etc.
- Site-based management approach

Criterion 8: Accurately communicates student achievement or status to constituents and employs the community's cultural, social, intellectual, and political resources to promote student growth and school improvement.

Evidence:

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- Meeting agendas and minutes
- Collaboration with community stakeholders
- Representation of community members on key committees and SIC

Standard 6: Ethical Behavior

An effective educational leader fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.

Criterion 1: Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.

Evidence:

- No evidence to the contrary
- Interviews with school staff
- Observation of principal
- Surveys
- Strategic plan

Criterion 2: Models respect, understanding, sensitivity, and appreciation for all people.

Evidence:

- Observation of principal
- Surveys
- Copies of correspondence
- Interviews with members of the school staff, parents, or students
- Rewards, incentives, activities
- Character education program

Criterion 3: Adheres to local, state, and federal requirements

Evidence:

- Assurances
- AdvancED Report
- Free/reduced lunch reports
- Other reports such as audits
- Evaluation data
- Letters of compliance
- IEP information
- Running records
- Emergency drill documentation
- No evidence to the contrary

Standard 7: Interpersonal Skills

An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

Criterion 1: Demonstrates respect for all stakeholders.

Evidence:

- Climate/needs assessment survey
- Letters to parents and other stakeholders
- Oral/written reports (exit interviews, conference notes, etc.)
- Newsletters
- Observation (use of names, ability to interact, complaints/compliments)
- Open door policy
- Interviews with members of the school staff, parents, or students
- Sexual harassment committee/awareness

Criterion 2: Leads with effective interpersonal skills and social-emotional insight and seeks to understand all stakeholders' backgrounds and cultures.

Evidence:

- Climate/needs assessment survey
- Oral/written reports (exit interviews, conference notes, etc.)
- Observation (use of names, ability to interact, complaints/compliments)
- Publications
- Problem issues coming to the district level (problem solving, judgement)
- Open House
- Memos, agendas, etc. (SIC, PTO/PTA, etc.)
- Programs
- Committees
- Documentation of action taken as a result of various stakeholder surveys

Criterion 3: Communicates effectively with stakeholders to support school and district goals.

Evidence:

- Visibility in school
- Climate/needs assessment survey
- Oral/written reports (exit interviews, conference notes, etc.)
- Open forums, town meetings, etc.
- Newsletter and other written communications
- School web page
- Faculty and departmental meeting agendas and notes
- School reports
- Observations (use of names, ability to interact, complaints/compliments)
- Email archives

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- Review of goals based on data (one-on-one with teacher about problems)
- School marquee, message boards, etc.
- Interviews with members of the school community
- Parent meetings
- Crisis plans and teams

Criterion 4: Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.

Evidence:

- Oral/written reports (exit interviews, conference notes, etc.)
- Social committees
- Observations (use of names, ability to interact, complaints/compliments)
- Discipline codes and procedures
- Problem issues coming to the district level (problem solving, judgement)
- Agendas
- Notes from conferences
- School leadership teams
- Parent conference logs
- Crisis management plans

Criterion 5: Uses appropriate oral and written communication skills.

Evidence:

- Oral/written reports
- Newsletters and other written communications
- Observations
- Speaking engagements, presentations

Criterion 6: Collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.

Evidence:

- Notes from data conferences with teachers
- Faculty and grade level meeting agendas and notes
- Student data

Standard 8: Staff Development

An effective educational leader fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional activities that promote the achievement of school and district goals.

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Criterion 1: Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.

Evidence:

- Faculty agendas and minutes
- Needs assessments
- Staff development committee
- Tie between staff development and needs assessment or evaluation results
- Calendar showing meetings with staff at district level to plan staff development
- Goal setting with teachers
- Written staff development plan tied to national and state professional development standards
- Analysis of test data
- Observation of staff meetings
- Grade level meetings
- Interviews with school staff
- Surveys
- Evaluation or feedback following staff development activities

Criterion 2: Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.

Evidence:

- Achievement results that reflect staff development goals
- Review of goals based on evaluative data and results
- Feedback to teachers
- Monitoring of staff development plan
- Test score analysis and follow-up
- Surveys
- Charts, graphs, logs, etc. of growth patterns
- Portfolios

Criterion 3: Empowers staff to set goals for professional growth.

Evidence:

- Individual teachers' professional growth and development plans
- Records of conferences held regarding staff development goals
- Staff development plans
- Long range plans
- Interviews with school staff
- Improvement plans
- ADEPT notes

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Criterion 4: Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.

Evidence:

- Ensures appropriate mentor assignments as needed
- Models effective teaching methods/strategies by conducting classes or staff development
- Record of classroom observations
- Interviews with teachers
- Staff development plan
- Agendas, minutes
- Peer visitation schedules, write-ups, etc.
- Staff turnover documentation
- Documentation of processes in preparation for staff succession

Criterion 5: Encourages and develops collective leadership.

Evidence:

- Leadership team meeting agendas and minutes
- Collaboration with coaches, assistants, teacher leaders, etc.
- Schoolwide plan for collective leadership

Criterion 6: Prioritizes and supports personalized professional learning that enables teachers to provide equitable access to effective teaching for each student.

Evidence:

- Professional development plan that includes culturally responsive teaching
- Agendas that include culturally responsive teaching

Standard 9: Principal's Professional Development

An effective educational leader fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.

Criterion 1: Develops and implements an appropriate annual professional development plan on the basis of required areas: identified strengths and weaknesses, school and district renewal/strategic plans, and area(s) of student growth.

Evidence:

- Professional development plan with timeline
- Evidence of goal completion and how it relates to School Renewal Plan
- Documentation of professional readings
- Specific behavior and goals cited in plan
- Familiarity with standards and criteria for principal performance

Appendix B

Criterion 2: Establishes and maintains a professional network with other administrators.

Evidence:

- Participation in professional associations, or district level groups beyond membership
- Meeting and sharing ideas with other principals in the district
- Mentoring other principals
- Using technology to communicate with other principals
- Sharing of successful school practices
- Teaching a course
- Presenting at conferences

Criterion 3: Complies with district and state professional development requirements.

Evidence:

- Link between assessment center and professional development plan
- Link between evaluation and professional development plan
- Link between district standards/school goals and professional development plan
- Link between student growth and professional development plan

Criterion 4: Participates in professional development opportunities to further understand and utilize best practices that promote student growth.

Evidence:

- Administers teacher evaluations and classroom observations
- Demonstrates knowledge of school program
- Presentation of staff development for teachers
- Attends professional development opportunities with teachers
- Professional readings

Appendix C: Principal's Self-Assessment Form

Principal's Name: _____ School Year: _____
 School: _____ District: _____

E: Exemplary

P: Proficient

NI: Needs Improvement

U: Unsatisfactory

Performance Standard	Rating	Comments
Vision		
Instructional Leadership		
Effective Management		
Climate		
School/Community Relations		
Ethical Behavior		
Interpersonal Skills		
Staff Development		
Principal Professional Development		
Overall Summative Rating		

Additional comments/documentation attached to consider after Mid-Year Conference:

Signature of Principal_____
Date_____
Signature of Evaluator_____
Date

Appendix D: South Carolina Principal Professional Development Plan

Academic School Year: _____ District: _____
 Name of School: _____ Name of Principal: _____
 Name(s) of Evaluator(s): _____ Position(s): _____

GOAL #1:

Goals should be specific and measurable.	Notes:
1. Strategies/Activities: What should I do to accomplish my goal?	
2. Progress: How will I measure progress for each strategy? Indicate the date each strategy will be complete.	
3. Obstacles: What obstacles will I overcome to accomplish my goal?	
4. Supporters: Who can help me to achieve my goal? Whom do I need to involve to achieve “buy-in”? Note: Who are your “cheerleaders”?	
5. Rewards: What will I say or do when I experience success?	
6. Resources: What internal/external resources will I use? Note: These are the <i>sources of knowledge</i> to accomplish your goal.	
7. Results: What good/positives will be accomplished from my goal (for my students, staff, district/community, myself)?	

GOAL #2:

Goals should be specific and measurable.	Notes:
1. Strategies/Activities: What should I do to accomplish my goal?	
2. Progress: How will I measure progress for each strategy? Indicate the date each strategy will be completed.	
3. Obstacles: What obstacles will I overcome to accomplish my goal?	
4. Supporters: Who can help me to achieve my goal? Whom do I need to involve to achieve “buy-in”? Note: Who are your “cheerleaders”?	
5. Rewards: What will I say or do when I experience success?	
6. Resources: What internal/external resources will I use? Note: These are the <i>sources of knowledge</i> to accomplish your goal.	
7. Results: What good/positives will be accomplished from my goal (for my students, staff, district/community, myself)?	

GOAL #3:

Goals should be specific and measurable	Notes:
1. Strategies/Activities: What should I do to accomplish my goal?	
2. Progress: How will I measure progress for each strategy? Indicate the date each strategy will be completed.	
3. Obstacles: What obstacles will I overcome to accomplish my goal?	
4. Supporters: Who can help me to achieve my goal? Whom do I need to involve to achieve “buy-in”? Note: Who are your “cheerleaders”?	
5. Rewards: What will I say or do when I experience success?	
6. Resources: What internal/external resources will I use? Note: These are the <i>sources of knowledge</i> to accomplish your goal.	
7. Results: What good/positives will be accomplished from my goal (for my students, staff, district/community, myself)?	

Appendix D

Check the appropriate box that best relates your specific GOAL to student growth, evaluation results, and school/district needs:

GOAL #1

- ☐ Student Assessment Results/Student Growth
☐ Principal Summative Evaluation/Strengths/Weaknesses
☐ School Renewal Plan
☐ District Strategic Plan

GOAL #2

- ☐ Student Assessment Results/Student Growth
☐ Principal Summative Evaluation/Strengths/Weaknesses
☐ School Renewal Plan
☐ District Strategic Plan

GOAL #3

- ☐ Student Assessment Results/Student Growth
☐ Principal Summative Evaluation/Strengths/Weaknesses
☐ School Renewal Plan
☐ District Strategic Plan

MONITORING STAGES	Principal's Signature	Evaluator's Signature
Implementation (Orientation Conference)	_____ Principal's Signature Today's date: _____	_____ Evaluator's Signature Today's date: _____
Feedback (Mid-Year Conference)	_____ Principal's Signature Today's date: _____	_____ Evaluator's Signature Today's date: _____
Feedback (End-of-Year Conference)	_____ Principal's Signature Today's date: _____	_____ Evaluator's Signature Today's date: _____
Comments/Feedback		

Appendix E: South Carolina Department of Education Program for Assisting, Developing, and Evaluating Principal Performance Annual Assurances Form

At the completion of the Orientation Conference, Mid-Year Conference, and End-of-Year Conference, the evaluator and principal will sign each section when available on the PADEPP Data System (PDS). At the completion of the evaluation process, the evaluator and principal will sign the Principal's Summative Evaluation Form. The superintendent will submit this information into PDS no later than September 1.

Orientation Conference Activities	Assurances
By September 15 , or within one month of hire date, the principal received an orientation conference by the evaluator to discuss the PADEPP Standards and Criteria to be assessed, guidelines and procedures, area(s) of focus for professional growth, the Principal's Professional Development Plan, schedule for observations, feedback, and supports, including examples of job-embedded activities and examples of artifacts.	<input type="checkbox"/> Yes <input type="checkbox"/> No
By September 15 , or within one month of principal hire date, the evaluator gave the principal a copy of the PADEPP Standards, Criteria, guidelines and procedures, area(s) of focus, and a copy of Regulation 43-165.1 governing the principal evaluation process.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The evaluator informed the principal of district expectations and requirements for data collection.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Principal Signature _____ Date _____ Evaluator Signature _____ Date _____

Mid-Year Conference Activities	Assurances
The evaluator met with the principal to review the principal's progress on each of the assessed PADEPP Standards and Criteria and goals of Principal's Professional Development Plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Principal Signature _____ Date _____ Evaluator Signature _____ Date _____

End-of-Year Conference Activities	Assurances
The evaluator met with the principal to review the principal's progress on assessed PADEPP Standards and Criteria and goals of Principal's Professional Development Plan. Ideally, this meeting would be held by June 30.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The evaluator used all evidence collected, including the Principal Self-Assessment, to provide written evidence to support the summative ratings for each assessed Standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Based upon the identified strengths and weaknesses and the school/district renewal/strategic plan, the principal suggested preliminary goals for the next year's Principal Professional Development Plan with the superintendent's approval. Student growth goals may be finalized at the beginning of the next school year based upon available data.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The principal received a copy of the completed Principal Professional Development Plan and Principal's Summative Evaluation Form.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Principal Signature _____ Date _____ Evaluator Signature _____ Date _____
 Comments/Feedback: _____

**South Carolina Department of Education
Program for Assisting, Developing, and Evaluating Principal Performance Annual
Assurances Form**

The _____ (district) has implemented the Program for Assisting, Developing, and Evaluating Principal Performance to evaluate principals in accordance with Section 59-24-40, S.C. Code of Laws as Amended, and State Board of Education Regulation 43-165.1.

For each principal evaluated during the school year, the district superintendent assures that:

1. The district superintendent or designee evaluated the principal.
2. The principal's evaluator has completed training provided by the S.C. Department of Education in the evaluation program consistent with Regulation 43-165.1.
3. The principal received orientation to the PADEPP Standards, Criteria, Regulation, instrument, and district procedures prior to participation in the program. In particular, specific sources of student growth data were reviewed at the beginning of the year as criteria that were used in the principal's summative evaluation.
4. The Principal Professional Development Plan, Summative Evaluation Form, and Annual Assurances Form, page 1, were completed and signed by the principal and evaluator(s). The district maintains copies of the completed forms.
5. A Principal Professional Development Plan was established based on the identified strengths and weaknesses, the school's renewal plan, and area(s) of student growth.
6. The principal received a copy of the signed Principal Professional Development Plan, Summative Evaluation Form, and the Annual Assurance Form, page 1.
7. The results of the principal's evaluation were used in decisions regarding principal development, compensation, promotion, retention, and removal.

The superintendent understands that principals must be evaluated annually on Standards 2 and 9 (full and partial years). NOTE: In the principal's induction year, he/she received oral and informal written feedback on all PADEPP Standards and Criteria; however, the induction principal's evaluation information is not entered into the PADEPP Data System. Second year principals must successfully complete a full evaluation in order to be eligible to move to Tier 2 status at the end of their second year. All other principals must complete a full evaluation at least every three years. Partial evaluations may be conducted every year in between full evaluations, but superintendents may complete full evaluations every year.

The deadline for principal evaluations to be completed and information entered into the Principal Data System annually is September 1.

I have read and understand the information above as supported by the state regulations and statutes.

Superintendent's Printed Name

Superintendent's Signature

Date

Appendix F: Principal's Summative Evaluation Form Worksheet

Principal's Name: _____ School Year: _____
 School: _____ District: _____

E: Exemplary P: Proficient NI: Needs Improvement U: Unsatisfactory

Performance Standard	Principal's Self-Assessment	Evaluator 1 Rating	Evaluator 2 Rating (if applicable)	Final Rating	Comments
Standard 1: Vision					
Standard 2: Instructional Leadership					
Standard 3: Effective Management					
Standard 4: Climate					
Standard 5: School/Community Relations					
Standard 6: Ethical Behavior					
Standard 7: Interpersonal Skills					
Standard 8: Staff Development					
Standard 9: Principal's Professional Development					

Overall Summative Rating: _____

Comments: _____

 Evaluator Signature

 Date

 (Evaluator #2 Signature)

 Date

Appendix G: Principal's Summative Evaluation Form

Principal's Name: _____ School Year: _____
 School: _____ District: _____

E: Exemplary P: Proficient NI: Needs Improvement U: Unsatisfactory

Performance Standard	Principal's Self-Assessment	Evaluator(s) Rating	Final Rating
Vision			
Instructional Leadership			
Effective Management			
Climate			
School/Community Relations			
Ethical Behavior			
Interpersonal Skills			
Staff Development			
Principal's Professional Development			

Overall Summative Rating: _____

Comments/Feedback for Each Assessed Standard: (Use additional sheets if needed)

Signature of Principal

Date

Signature of Evaluator

Date

(Signature of Evaluator #2)

(Date)

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.