Principal Evaluation

Diocese of Spokane 2013

There are four standards for which principals are accountable:

1. Principal as Faith Formator
2. Principal as Instructional Leader
3. Principal as Communicator
4. Principal as Administrator

The Beginning…

The evaluation process begins with the formation of an evaluation committee which is comprised of the Principal, Pastor and/or Board Chair, Superintendent, and a fourth member, who is selected consensually from the Board, School Advisory Council, Parish Pastoral Council, Finance Councils, or is a member of the Parish with Alumni status from the school and may or may not have any current affiliation with the school.

Factors and Indicators

The evaluation committee will use the forty-nine factors and some of the potential indicators to assess areas of commendation and areas for growth of the principal.

Self-Evaluation

The principal will complete a self-evaluation using all four standards and forty-nine factors.

The teachers and applicable council members will use those specific standards and factors that are applicable to their area of experience to ascertain levels of competency of leadership in specific areas.

Professional Growth Plan

The principal will use the information provided by the self-evaluation, the evaluation committee, teachers, and councils' assessment to draft a professional

growth plan for the

upcoming year.

Standards and Factors

Take **15 minutes** to review and talk about the four standards and the forty-nine factors.

1. What are your general thoughts about the four standards and the forty-nine factors?
2. Does any standard or factor(s) stand out for you? Why?
3. How will you familiarize yourself with these standards and factors?

Principal Evaluation Process

Use initial procedure when…	• A new principal is hired • A Catholic school principal moves from one Catholic school to another • A new pastor is assigned to the Parish/School

Principal Evaluation

February-March (2013)	Distribute and review new evaluation protocol
April-May (2013)	Principal will draft a growth plan using the current evaluation protocol while referencing the newly established protocol.

DIOCESAN SCHOOL OFFICE
Diocese of Spokane

ANNUAL PROFESSIONAL GROWTH PLAN
20 ___ - 20 ___

NAME _____ **SCHOOL** _____

CITY _____ **DATE** _____

Principal's Goals:

Personal Goals:

Strategies:

Professional Goals:

Strategies:

_____ _____
Principal's Signature **Date**

Evaluation Committee Signatures

_____ _____

Professional Growth Plan

Take **10 minutes** to talk about the principal professional growth plan for 2013-2014.

1. What are the principal's goals?
2. How do the goals relate to the new principal evaluation standards and factors?
3. What are some of the strategies that the principal will use to accomplish the goals?
4. How can the pastor support the principal in accomplishing the goals?

Principal Evaluation

September – October (2013)	Evaluation Committee established • Pastor/Board Chair-Principal in-service regarding new evaluation protocol • Each school will formulate an evaluation committee of at least four members • The three initial members will be Pastor/Board Chair, Superintendent, Principal • The initial members will choose an additional member(s) from either a board member, council member, parent alumni with a significant role in the parish or school . • Evaluation committee will review and discuss the Principal's growth plan, incorporating the committee's recommendations for the Principal

Evaluation Committee Member

Take **10 minutes** to discuss who might be the fourth member of the evaluation committee.

- Someone who has previously supervised others?
- Someone who understands the complexity of Catholic schools?
- Someone who is or was an educator?
- Someone who is an active member of the parish?
- Someone who is the parent of a former student?
- Someone?????????

Principal Evaluation

January (2014)	Evaluation committee will gather evidence, using new evaluation protocol • Principal will complete a self-evaluation based upon the evaluation document • The evaluation committee , excluding the principal, will complete the entire evaluation document (The process to be determined by the committee) • The evaluation committee will select appropriate components of the evaluation document (modified evaluation document) to survey teachers and advisory council/board • Teachers and advisory council/board will complete the modified evaluation document to ascertain the principal's leadership strengths and areas for growth

Example of Modified Document for Teachers and Board/Advisory Council Members

The teachers will give feedback only on Standard 2; Factors 1-7.

The council members will give feedback only on Standard 4; Factors 4, 6, 7, 8, 9, & 10.

The Evaluation Committee determines which Standard(s) and Factor(s) are used for each of these groups.

Rubric

HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE
There is much evidence that the principal is achieving this Factor with a very high degree of expertise	There is evidence that the principal is achieving this Factor with adequate success, although there may be a need for ongoing monitoring of this Factor.	There is limited evidence the principal is achieving this Factor, and there is a need for ongoing monitoring.	There is little, if any, evidence that the principal is achieving this Factor, and the principal needs to demonstrate significant improvement within an agreed upon timeframe

Take **5 minutes** to talk about this rubric.

1. What are the strengths of this rubric?
2. What concerns do you have regarding the use of the rubric?
3. How can the concerns be appropriately addressed?

Principal Evaluation

February or March	Conduct evaluation of the Principal • Based upon evidence, the evaluation committee (without the principal) will meet and discuss the principal's strengths and areas for growth • All members of the evaluation committee' including the principal, will meet • Evaluation committee will choose specific standards and factors from the results of surveys, self-evaluation, principal goals, committee recommendation, etc. • Principal will draft a professional growth plan and timeline which will be approved by the other members of evaluation committee

Principal Evaluation

August **September**	Monitor progress of the professional growth plan by the evaluation committee or designated representative

Principal Evaluation

January	Evaluation Committee will gather evidence using evaluation protocol • Principal will complete a self-evaluation based upon the evaluation document • The evaluation committee, excluding the principal, will complete the entire evaluation document ; the process to be determined by the team • The evaluation committee will select appropriate components of the evaluation tool (modified document) to survey teachers and advisory councils • Teachers and advisory councils will complete the modified evaluation document to ascertain the principal's leadership strengths and areas for growth

Principal Evaluation

February/March	Conduct an evaluation of the Principal • Based upon evidence, the evaluation committee (without the principal) will discuss the principal's strengths and areas for growth • The entire evaluation committee, including the principal, will meet • Evaluation committee will choose specific standards and factors from the results of surveys, self-evaluation, principal goals, committee recommendation, etc. • Principal will draft a professional growth plan and time line which will be approved by the evaluation committee

DIOCESAN SCHOOL OFFICE
Diocese of Spokane

ANNUAL PROFESSIONAL GROWTH PLAN
20 ___ - 20 ___

NAME _____ **SCHOOL** _____

CITY _____ **DATE** _____

Principal's Goals:

Personal Goals:

Strategies:

Professional Goals:

Strategies:

_____ _____
Principal's Signature **Date**

Evaluation Committee Signatures

_____ _____

Evaluation
Process

What if?

When serious principal performance concerns are determined by any member of the evaluation committee…

Any time during the process	• The evaluation committee (Pastor and/or Board Chair, Superintendent, additional member) meets to create an intervention action plan • The committee will establish intervention strategies and a timeline for remediation • The committee or one designated member will meet with the principal on a regular basis to determine progress on the intervention action plan • The committee will determine whether the principal has met expectations • If the principal has not met expectations, the committee may recommend to the pastor/board chair that the principal's contract be terminated or that the principal may not be offered a new contract for the following year

Example

Area of Concern: Lack of effective communication with parents and staff

Standard #3 and Factors #2, #4, #6, #12

Recommended Strategies:

- Frequent written communications (newsletters, etc.)
- Greet families at the door in AM & PM
- Meet personally with all parents and staff who have concerns about the school
- Conflict management workshop within next six weeks

Timeline: Begin immediately

QUESTIONS?

THANK
YOU

PRINCIPAL EVALUATION

Diocese of Spokane 2013

Principal Evaluation Process

The Diocese of Spokane promotes leadership which adheres to the mission and philosophy of the Catholic Church. All actions administered by the leadership of the Catholic school should align with the school's mission as a ministry of the Church. In order to sustain the continuation of effective Catholic Schools, the Diocese developed an evaluation process and tool to encourage the professional and spiritual growth of the principal while providing accountability.

There are four standards for which principals are accountable: Principal as Faith Formator, Principal as Instructional Leader, Principal as Communicator, and Principal as Administrator. Each standard is clarified through factors and specific indicators. The evaluation process begins with the formation of an evaluation committee which is comprised of Principal, Pastor and/or Board Chair, Superintendent, and a fourth member, who is selected consensually from the Board, School Advisory, Parish, Finance Councils, or is a member of the Parish with Alumni status from the school and may or may not have any current affiliation with the school. The evaluation committee will use the factors and indicators to assess areas of commendation and areas for growth of the principal. The principal will complete a self-evaluation using all standards and factors. The teachers and applicable council members will use those specific standards and factors that are applicable to their area of experience to ascertain levels of competency of leadership in specific areas. The principal will use the information provided by the self-evaluation, the evaluation committee, teachers, and councils' assessment to draft a professional growth plan for the upcoming year.

The Diocese of Spokane will transition to the revised protocol in the Spring of 2013 by distributing the document to all administration and providing an opportunity for questions and comments. The Office of Education will provide a formal training in September of 2013. The intent of the evaluation process and document is to allow variation to meet the diverse needs and situations of each individual school. The process will remain flexible for each team to decide the areas of emphasis to be used for the final evaluation.

Diocese of Spokane Principal Evaluation

Initial Procedure		
Use Initial procedure when:		• A new principal is hired • A Catholic school principal moves from one Catholic school to another • A new pastor is assigned to the Parish/School
February-March (2013)		Distribute and review new evaluation protocol
	April-May 2013	Principal will draft a growth plan using the current evaluation protocol while referencing the newly established protocol.
Step 1	**September 2013**	**Evaluation Committee established** ➢ In-service regarding new evaluation protocol ➢ Each school will formulate an evaluation committee of at least four members ➢ The three primary members will be Pastor and/or Board Chair, Superintendent, Principal ➢ The primary members will choose an additional member(s) from either a board member, council member, parent alumni with a significant role in the parish or school (*If the primary members of the evaluation committee are unable to reach a consensus regarding the fourth member, the Superintendent will consult with the Office of the Bishop to determine a resolution)* ➢ Evaluation committee will review and discuss the Principal's growth plan, incorporating the team's recommendations for the Principal
Step 2	**January (2013-2014)**	**Evaluation committee will gather evidence using new evaluation protocol** ➢ Principal will complete a self-evaluation based upon the evaluation document ➢ The evaluation committee , excluding the principal, will complete the entire evaluation document ; the process to be determined by the team ➢ The evaluation committee will select appropriate components of the evaluation tool to survey teachers and advisory councils ➢ Teachers and advisory councils will complete a survey to ascertain the principal's leadership strengths and areas for growth
Step 3	**February/March**	**Conduct evaluation of the Principal** ➢ Based upon evidence, the evaluation committee will discuss the Principal's strengths and areas for growth ➢ Evaluation committee will choose specific standards and factors from the results of surveys, self-evaluation, principal goals, committee recommendation, etc. ➢ Principal will draft a professional growth plan and time line which will be approved by the evaluation committee

Subsequent procedure		
Step 1	**August/September**	**Monitor progress of the professional growth plan by the evaluation team or designated representative**
Step 2	**January (2014-2015)**	**Evaluation Committee will gather evidence using new evaluation protocol** ➢ Principal will complete a self-evaluation based upon the evaluation document ➢ The evaluation committee, excluding the principal, will complete the entire evaluation document ; the process to be determined by the team ➢ The evaluation committee will select appropriate components of the evaluation tool to survey teachers and advisory councils ➢ Teachers and advisory councils will complete a survey to ascertain the principal's leadership strengths and areas for growth
Step 3	**February/March**	**Conduct an evaluation of the Principal** ➢ Based upon evidence, the evaluation committee will discuss the Principal's strengths and areas for growth ➢ Evaluation committee will choose specific standards and factors from the results of surveys, self-evaluation, principal goals, committee recommendation, etc. ➢ Principal will draft a professional growth plan and time line which will be approved by the evaluation committee

Intervention Process	
Any time during the process	❖ When serious principal performance concerns are determined by any member of the evaluation team, the team meets to create an intervention action plan ❖ The committee (Pastor and/or Board Chair, Superintendent, additional member) will establish intervention strategies and a time line for remediation ❖ The committee (Pastor and/or Board Chair, Superintendent, additional member) will meet on a regular basis to determine progress on the intervention action plan ❖ The committee (Pastor and/or Board Chair, Superintendent, additional member) will determine, based upon the designated time line , whether the principal has met expectation ❖ If the principal has not met expectation, the committee (Pastor and/or Board Chair, Superintendent, additional member) may recommend to the pastor that the principal's contract be terminated or that the principal may not be offered a new contract for the following year

Principal Evaluation Rubric for Evaluation Team Use

HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE
There is much evidence that the principal is achieving this Factor with a very high degree of expertise	There is evidence that the principal is achieving this Factor with adequate success, although there may be a need for ongoing monitoring of this Factor.	There is limited evidence the principal is achieving this Factor, and there is a need for ongoing monitoring.	There is little, if any, evidence that the principal is achieving this Factor, and the principal needs to demonstrate significant improvement within an agreed upon timeframe

Principal as Faith Formator: *The principal nurtures opportunities for spiritual growth, ensures a quality Catholic religion instruction, provides for the celebration of faith, and supports practices of Christian service.*

Factors	Potential Indicator **These indicators are only example of potential evidence and not to be used as a checklist	HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE	DON'T KNOW
1. Supports a mission statement and a philosophy statement which indicate the integration of the Roman Catholic Faith into all aspects of school life	• The mission statement and philosophy are included in: ➢ relevant school documents ➢ handbooks ➢ websites ➢ school newsletters, ➢ registration materials ➢ Policy established by the Advisory Commission/Board ➢ Strategic Plans/School Improvement Plans/Action Plan • The principal/admissions officer talks about the school's mission and philosophy when interviewing prospective students and their families.					
2. Provides regular opportunities for the school community to experience prayer	• All staff celebrates Mass and the Sacrament of Reconciliation with the children. • Teachers pray using memorized and spontaneous prayer with their students often during the day. • Special prayer events are celebrated throughout					

and the Sacraments	the year/ the liturgical cycle of the church (e.g., blessing of animals, blessing of throats, etc.)					
3. Implements with the teachers a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings, and meets the requirements set forth by the USCCB.	• The teachers understand the mission of the Church and make a special effort to educate the whole child ("order the whole of human culture to the news of salvation," *Gravissimum Educationis*, Pope Paul VI, 1965 #8, The school's written curriculum includes Catholic values infused throughout 'secular' curricular areas. • Reference to relevant Church documents is made throughout the curriculum **Recommended Church documents:** ➢ To Teach As Jesus Did (1972) ➢ Teach Them (1976) ➢ Lay Catholic in Catholic Schools: Witnesses to Faith (1982) ➢ The Religious Dimension of Education in a Catholic School (1988) ➢ In Support of Catholic Elementary and Secondary Schools (1990) ➢ Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium (2005) • Religion textbooks used are in compliance with the Catechism of the Catholic Church and approved within the diocese by the local Ordinary.					
4. Provides for the ongoing formation of teachers for catechetical and instructional competence	• All teachers have current catechist certification according to local diocesan norms, or are in the process of obtaining such catechist certification. • Provide an annual staff retreat day to build a faith community among the staff. • Staff meetings include time for prayer and time for discussion about Religion and Catholic values and faith formation.					

5. Facilitates an active school partnership with parents whose fundamental concern is the spiritual and academic education of their children.	• Parents are identified as the primary educators in appropriate school documents and the school provides formal opportunities for parents to learn about their role as primary educators. • A formal, institutionalized part of annual parent-teacher conferences is a discussion of the child's spiritual growth and development and administration provides opportunities for parents to meet and talk about the faith formation of their children.					
6. Helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus.	• Students voluntarily participate in age appropriate service opportunities that are organized by school staff					
7. Ensures the widespread use of signs,sacra-mentals, traditions and rituals of the Roman Catholic Church throughout the school.	• Every classroom has clearly displayed crucifixes and other Catholic religious symbol. • Students are encouraged to participate in sacramental life of the Parish.					
8. Ensures that all school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.	• The principal builds a faith community that is welcoming, prayerful and a Catholic. • Prayer is evident throughout the day • Ensures that teachers bring Gospel values into their ordinary teaching experiences. • Ensures that the teacher relate moral, ethical or spiritual components to each area of study.					

Principal as Instructional Leader: *The principal promotes the success of all students by advocating, nurturing, and sustaining a Catholic school culture and instructional program which integrates Gospel values and Christian social principles and is conducive to student learning and professional growth.*

Factors	Potential Indicator **These indicators are only example of potential evidence and not to be used as a checklist	HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE	DON'T KNOW
1. Is knowledgeable and directly involved in the design and implementation of curriculum, instruction, and assessment practices	• Ensures that student learning is the central focus of all instruction • Participates on a Diocesan Curriculum Committee • Facilitates the development and use of curriculum maps • Analyzes assessment data in order to improve the instructional process • Articulates and models a shared vision for continuous school improvement and life-long learning within the school community • Uses a variety of assessments to diagnose learner needs and to design appropriate learning intervention to improve success on state, local and classroom measures • Focuses staff on learning and teaching priorities for high-quality instruction related to curriculum					
2. Coordinates the on-going evaluation of curriculum according to a the WCEA (ISL) process	• Facilitates an annual in-depth curriculum study • Guides staff in curriculum review process • Ensures the creation of a School Improvement Plan through analysis of data to assess the effectiveness of the plan					
3. Provides teachers with materials and professional	• Provides regular staff development opportunities for the teachers based on current educational theory and best practices					

development (current theories and practices) to enhance student learning	of instruction and assessment • Has knowledge of and uses expertise of the teachers in the school • Provides opportunities for Professional Learning Communities • Uses effective staff development and improvement strategies • Engages instructional staff in frequent conversations/reflections about classroom practice					
4. Supervises the implementation of the school's curriculum and instructional practices	• Reviews school programs regularly • Informal and formal observations • Teacher meetings and one on one meetings to discuss teaching practices • Work with teacher to analyze student achievement data					
5. Establishes and shares a set of well-defined school's goals as aligned with the action plan within the ISL	• Focuses on student achievement and makes decisions about school operations in terms of student academic goals • Monitors school success based on student attainment of academic goals • Sets benchmarks to monitor progress toward school goals • Takes midcourse corrective action to accomplish desired student outcomes • Determines whether school goals were attained					
6. Ensures teachers are trained in data analysis to guide instruction	• Clearly communicates effective instructional and assessment practices for staff • Ensure the staff uses data to make instructional decisions					
7. Assesses the effectiveness of instructional practices and their impact on	• Plans for effective data collection and analysis system related to the school or program goals and objectives • Use a variety of student achievement data to					

student learning	inform and support decisions about instruction and assessment of learning and determine school effectiveness • Ensures that student progress data are used to make instructional decisions					

Principal as Communicator: *The principal knows, models, and effectively communicates the school's mission philosophy, vision, and values to all publics.*

Factors	Potential Indicator **These indicators are only example of potential evidence and not to be used as a checklist	HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE	DON'T KNOW
1. Is an advocate and spokesperson for the school and articulates the school's vision and values as a Catholic school to the community.	• Markets the school to enlist community support • Communicates vision, beliefs, and values to all stakeholders • Develops positive relationships with internal and external publics					
2. Establishes communication processes and interactions among and between teachers and students	• Establishes mediums for communication between and among students, teachers and parents. • Creates opportunities for collaboration and the building of collegial relationships • Meets with teachers one-on-one at least two or three times per year • Interacts with students during lunch, recess, or before and after school • Ensures parent teacher conferences					
3. Participates and works within the parish community as an integral ministry of the Parish.	• Occasional attendance at Parish Sunday Mass • Participates on the parish council • Participates on the parish staff meetings • Meeting individually with the pastor on a weekly basis					

	• Includes information regarding the school in the parish bulletin and/or on the parish website • Involves the students in parish activities throughout the school year (e.g. ministers at Sunday Mass, luncheons for the senior citizens, parish grounds clean-up days, etc.)					
4. Keeps the parents and local community informed about the school	• Provides regular communication with parents through newsletters, the school website, etc. • Participates in local community organizations (e.g. Knights of Columbus, Rotary, etc.)					
5. Communicates Church documents regarding Catholic schools in the United States	• Shares the contents of these Church documents with the faculty, parents, p[parishioners, and local community					
6. Collaborates with families and community members to promote the success of all students.	• Develops partnerships with community organizations • Uses a variety of media to communicate about student learning with constituents, both inside and outside the school. • Maintain a climate of trust within the school through demonstrating honesty and credibility • Keeps parents and community informed of safety issues • Maintains open lines of communication with all stakeholders • Gathers input from parents and community members in making decisions • Develops parent programs focused on instruction					
7. Collaborates with other Catholic, private, public schools, and the Diocesan School Office	• Partners and collaborates with administrative colleagues • Develops a network of support by visiting other schools and administrators • Participates in peer observation with other					

	principals					
8. Articulate the school's service outreach to the parish and local communities	• Shares information of the student service with the parents, parishioners, and other community members through newsletters, the website, etc.					
9. Promotes and celebrates school strengths and acknowledges the areas for needed growth	• Formally celebrates school's achievements annually • Incorporates areas for growth into the school strategic/long-range plan • Informs the media of school accomplishments and achievements on a consistent basis					
10. Recognize and celebrate individual teacher accomplishments	• Provides opportunities for recognition					
11. Recognizes and celebrate individual student accomplishments	• Implements a formal process to recognize student achievements • Informs parents and parishioners of student accomplishments and achievements • Informs the media of student accomplishments and achievements					
12. Uses appropriate conflict management skills	• Resolves conflicts among individuals and groups • Manages conflict and crisis in a timely manner • Effectively addresses difficult issues and conducts difficult discussions					

Principal as Administrator: *The principal promotes the success of all students by ensuring management of the organization, facilities, operations, and resources for a safe, efficient, and effective learning environment*

Factors	Potential Indicator **These indicators are only example of potential evidence and not to be used as a checklist	HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE	DON'T KNOW
1. Implements all State required regulations and diocesan policies and establishes local policies and procedures of the school	• Reviews and revises the school handbook • Incorporate local school policies and procedures in the school handbook • Provides clear rules and routines for students					
2. Understands Catholic school governance models/structures	• Is familiar with various Catholic school governance models • Understands and can articulate the role of the pastor, the role of the principal, and the role of the board/council • Educates the board/council regarding the appropriate role of the pastor, the principal, and the board/council in the school.					
3. Knows and applies appropriately civil and canon law as they apply to Catholic schools	• Possess knowledge of laws related to special areas (e.g. special education, grants, etc.) • Is familiar with Canon Law as it applies to the school.					
4. Conducts the supervision and evaluation of all faculty and staff	• Focuses on both improvement and accountability in evaluating teachers • Remains current on effective practices as well as rules and regulations related to staff supervision, coaching, and evaluation • Knows the legal process and has the					

	skills and knowledge to take someone through probation and nonrenewal (clear descriptions of deficiencies and remedial actions) • Conducts formal and informal conferences with teachers • Uses a variety of monitoring structures to improve instruction and assessment of learning (e.g. informal observation, assessment lesson analysis, formal lesson observation) ✓ Informs teachers of evaluation criteria prior to the evaluation process ✓ Visits classrooms frequently to monitor teaching and learning ✓ Identifies strengths and weaknesses of teachers to work to improve their performance creating a culture of support ✓ Communicates formally and informally with the teachers throughout the evaluation process ✓ Adheres to evaluation timelines ✓ Uses multiple data sources to evaluate teachers ✓ Considers student performance when evaluating teachers • Implements formal and informal procedures to help new staff members (orientation, mentoring, etc.) • Evaluates in a way that distinguishes effective teachers from ineffective teachers					
5. Responsible for the selection, placement,	• Use research-based interviewing practices to selects capable teachers					

and termination of all school staff	and nonteaching staff • Use diocesan hiring procedures					
6. Provides and participates in in-service and professional growth opportunities for all staff	• Participates in various types of professional development • Provides staff development that focuses on improving teaching and learning identified in the accreditation process • Uses teacher experts to further teaching and learning • Solicits input from teachers in the design and implementation of professional development • Fosters an atmosphere of professional learning among the staff					
7. Protects teachers from issues and influences that would distract from their instructional times	• Minimize distractions in the classroom through scheduling the order of the day to maximize instruction • Establish policies and procedure that maximize instruction					
8. Initiates process for the effective recruitment and retention of students	• Has formulated a student recruitment/retention plan • Implements standard marketing strategies to increase the recruitment of students to the school					
9. Prepares and effectively manages the school budget	• Develops a budget for each fiscal year by gathering, analyzing and using data to create, evaluate and manage a school budget (e.g. reviews previous schools budgets) • Seek staff input in developing the budget plan • Plans and prioritizes expenses with preference given to student learning • Creates and monitors appropriate fiscal procedures					

	• Reviews on a monthly basis the actuals with the bookkeeper					
10. Review monthly financial statements with the school financial council/board	• Prepares monthly financial statements • Reviews the monthly financial statements with the pastor and the school board/council • Shares summary financial data with the parents at least quarterly • Ensures informal reviews/audits					
11. Ensures effective use of all human resources	• Delegate tasks within the school • Fosters leaders in the school • Empowers staff to make decisions					
12. Ensures development efforts including fund raising, annual appeals, growth of endowments, grants, and other gifts	• Formulates a school development plan • Facilitates the implementation of the development plan • Regularly evaluates the development plan • Uses current development data to adjust the development plan					
13. Provides leadership for effective short and long-range school planning in conjunction with the parish and board/council	• Formulates a strategic and/or long-range plan in conjunction with the board/council • Ensures that the school plan is aligned to the parish(s) plan • Annually evaluates and reviews the plan with the board/council and makes appropriate adjustments					
14. Collaboratively establishes a shared vision with well-defined goals	• Develops and implements a process for the formulation of a shared school vision • Annually reviews and discusses the shared vision with the faculty and board/council • Creates a positive learning environment • Encourages innovation					
15. Ensures the health and	• Assumes the accountability for student					

safety within the school	discipline • Reviews, analyzes and implements school safety and discipline plans based on school data. • Identifies and uses community resources to support comprehensive safe schools plan • Establishes and implements crisis plans and follow-up in a timely and appropriate manner					
16. Ensure that the rights and needs of the individual are respected within the school	• Supervises teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment • Implement school wide respect and protect plan to promote a safe environment throughout the community • Applies diocesan policy and legal requirements regarding discipline and safety					
17. Acts as executive officer of the school board/advisory council	• Formulates the board/council agenda with the board chair • Ensures that minutes are kept for all board/council meetings • Keeps the pastor informed of all board/council activity					
18. Oversees the proper maintenance and cleanliness of the school property	• Oversees routine maintenance of the facility • Develops a master maintenance schedule that reflects state and diocesan requirements and local needs					
19. Establishes and publishes the local school calendar in accordance with the	• School calendar is created in accordance with diocesan and state regulations					

state						
20. Ensures the maintenance of school records and reports	**School reports to send to Diocese and/or State** Accreditation Annual Progress Report Annual Virtus Safe Environment Training Children/Youth Roster Report Asbestos Annual Notification Letter form Asbestos Periodic Surveillance Inspection Report Asbestos Periodic Surveillance Inspection Report Asbestos Short Term Worker Forms Catholic Mutual Safety Survey Report Catholic Mutual Self-Inspection Report form Catholic Schools Financial Report CPR/First Aid Training Dates Monthly Enrollment Numbers form NCEA Data Bank Report OSPI Annual Private School Approval Form OSPI Annual Private School Personnel & Enrollment Forms OSPI Private School participation in Federal Programs Form OSPI Weapons Report Record of Classes for Catechist Certification Return All Personnel Diocesan Worksheets Safe Environment ~ Pastor's Letter/Safe Environment Coordinator form School Fundraisers/Staff Development Days Signed Teacher and Principal Contracts Teacher and Principal Salary Sale Worksheets Teacher Evaluation Summaries Personnel Attendance Record for Principal & Teachers Textbook List WCEA Annual Dues WSCC Dues					

21. Utilize government programs as applicable	• Attends annual meetings with the public school personnel regarding federal Title Programs • Utilizes funds available through Federal and State programs to serve the needs of the students and staff ✓ IDEA ✓ Federal Title Programs (ESEA) ✓ E-rate (USAC) ✓ National School Lunch Program ✓ Child Care Licensing Program • Maintains accurate records of all materials purchased with Title funds					
22. Provides the Diocesan School Office with continuing information regarding the local school programs and personnel	• Completes and sends to the Diocesan Office of Education: ✓ Teacher personnel attendance/absence forms ✓ Personnel Status Report forms ✓ Diocesan finance report forms ✓ Annual NCEA report ✓ Salary worksheets ✓ Annual teacher evaluation summary form for each teacher ✓ State forms					

Principal name _____

Principal Signature _____ Date:

Pastor name _____

Pastor Signature _____ Date:

Superintendent name _____

Superintendent Signature _____ Date:

Additional Member name _____ Role:

Additional Member Signature _____ Date:

Principal Self- Evaluation

HIGHLY EFFECTIVE	EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE
There is much evidence that the principal is achieving this Factor with a very high degree of expertise	There is evidence that the principal is achieving this Factor with adequate success, although there may be a need for ongoing monitoring of this Factor.	There is limited evidence the principal is achieving this Factor, and there is a need for ongoing monitoring.	There is little, if any, evidence that the principal is achieving this Factor, and the principal needs to demonstrate significant improvement within an agreed upon timeframe

Principal as Faith Formator: *The principal nurtures opportunities for spiritual growth, ensures a quality Catholic religion instruction, provides for the celebration of faith, and supports practices of Christian service.*

Factors	Indicators **Delete or add to indicators as needed and be able to provide evidence for each factor if asked**	Highly Effective	Effective	Somewhat Effective	Ineffective
1. Supports a mission statement and a philosophy statement which indicate the integration of the Roman Catholic Faith into all aspects of school life	• The mission statement and philosophy are included in: ➢ relevant school documents ➢ handbooks ➢ websites ➢ school newsletters, ➢ registration materials ➢ Policy established by the Advisory Commission/Board ➢ Strategic Plans/School Improvement Plans/Action Plan • The principal/admissions officer talks about the school's mission and philosophy when interviewing prospective students and their families.				
2. Provides regular opportunities for the school community to experience prayer and the Sacraments	• All staff celebrates Mass and the Sacrament of Reconciliation with the children. • Teachers pray using memorized and spontaneous prayer with their students often during the day. • Special prayer events are celebrated throughout the				

	year/ the liturgical cycle of the church (e.g., blessing of animals, blessing of throats, etc.)				
3. Implements with the teachers a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings, and meets the requirements set forth by the USCCB.	• The teachers understand the mission of the Church and make a special effort to educate the whole child ("order the whole of human culture to the news of salvation," *Gravissimum Educationis*, Pope Paul VI, 1965 #8, The school's written curriculum includes Catholic values infused throughout 'secular' curricular areas. • Reference to relevant Church documents is made throughout the curriculum **Recommended Church documents:** ➢ To Teach As Jesus Did (1972) ➢ Teach Them (1976) ➢ Lay Catholic in Catholic Schools: Witnesses to Faith (1982) ➢ The Religious Dimension of Education in a Catholic School (1988) ➢ In Support of Catholic Elementary and Secondary Schools (1990) ➢ Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium (2005) • Religion textbooks used are in compliance with the Catechism of the Catholic Church and approved within the diocese by the local Ordinary.				
4. Provides for the ongoing formation of teachers for catechetical and instructional competence	• All teachers have current catechist certification according to local diocesan norms, or are in the process of obtaining such catechist certification. • Provide an annual staff retreat day to build a faith community among the staff. • Staff meetings include time for prayer and time for discussion about Religion and Catholic values and faith formation.				

5. Facilitates an active school partnership with parents whose fundamental concern is the spiritual and academic education of their children.	• Parents are identified as the primary educators in appropriate school documents and the school provides formal opportunities for parents to learn about their role as primary educators. • A formal, institutionalized part of annual parent-teacher conferences is a discussion of the child's spiritual growth and development and administration provides opportunities for parents to meet and talk about the faith formation of their children.				
6. Helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus.	• Students voluntarily participate in age appropriate service opportunities that are organized by school staff				
7. Ensures the widespread use of signs, sacramentals, traditions and rituals of the Roman Catholic Church throughout the school.	• Every classroom has clearly displayed crucifixes and other Catholic religious symbol. • Students are encouraged to participate in sacramental life of the Parish.				
8. Ensures that all school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.	• The principal builds a faith community that is welcoming, prayerful and a Catholic. • Prayer is evident throughout the day • Ensures that teachers bring Gospel values into their ordinary teaching experiences. • Ensures that the teacher relate moral, ethical or spiritual components to each area of study.				

Principal as Instructional Leader: *The principal promotes the success of all students by advocating, nurturing, and sustaining a Catholic school culture and instructional program which integrates Gospel values and Christian social principles and is conducive to student learning and professional growth.*

Factors	EVIDENCE Delete or Add evidence to determine that you	Highly Effective	Effective	Somewhat Effective	Ineffective

	have met each standard and factor				
1. Is knowledgeable and directly involved in the design and implementation of curriculum, instruction, and assessment practices	• Ensures that student learning is the central focus of all instruction • Participates on a Diocesan Curriculum Committee • Facilitates the development and use of curriculum maps • Analyzes assessment data in order to improve the instructional process • Articulates and models a shared vision for continuous school improvement and life-long learning within the school community • Uses a variety of assessments to diagnose learner needs and to design appropriate learning intervention to improve success on state, local and classroom measures • Focuses staff on learning and teaching priorities for high-quality instruction related to curriculum				
2. Coordinates the on-going evaluation of curriculum according to a the WCEA (ISL) process	• Facilitates an annual in-depth curriculum study • Guides staff in curriculum review process • Ensures the creation of a School Improvement Plan through analysis of data to assess the effectiveness of the plan				
3. Provides teachers with materials and professional development (current theories and practices) to enhance student learning	• Provides regular staff development opportunities for the teachers based on current educational theory and best practices of instruction and assessment • Has knowledge of and uses expertise of the teachers in the school • Provides opportunities for Professional Learning Communities • Uses effective staff development and improvement strategies • Engages instructional staff in frequent conversations/reflections about classroom				

	practice				
4. Supervises the implementation of the school's curriculum and instructional practices	• Reviews school programs regularly • Informal and formal observations • Teacher meetings and one on one meetings to discuss teaching practices • Work with teacher to analyze student achievement data				
5. Establishes and shares a set of well-defined school's goals as aligned with the action plan within the ISL	• Focuses on student achievement and makes decisions about school operations in terms of student academic goals • Monitors school success based on student attainment of academic goals • Sets benchmarks to monitor progress toward school goals • Takes midcourse corrective action to accomplish desired student outcomes • Determines whether school goals were attained				
6. Ensures teachers are trained in data analysis to guide instruction	• Clearly communicates effective instructional and assessment practices for staff • Ensure the staff uses data to make instructional decisions				
7. Assesses the effectiveness of instructional practices and their impact on student learning	• Plans for effective data collection and analysis system related to the school or program goals and objectives • Use a variety of student achievement data to inform and support decisions about instruction and assessment of learning and determine school effectiveness • Ensures that student progress data are used to make instructional decisions				

Principal as Communicator: *The principal knows, models, and effectively communicates the school's mission philosophy, vision, and values to all publics.*

Factors	EVIDENCE **Delete or Add evidence to determine that you have met each standard and factor**	Highly Effective	Effective	Somewhat Effective	Ineffective
1. Is an advocate and spokesperson for the school and articulates the school's vision and values as a Catholic school to the community.	• Markets the school to enlist community support • Communicates vision, beliefs, and values to all stakeholders • Develops positive relationships with internal and external publics				
2. Establishes communication processes and interactions among and between teachers and students	• Establishes mediums for communication between and among students, teachers and parents. • Creates opportunities for collaboration and the building of collegial relationships • Meets with teachers one-on-one at least two or three times per year • Interacts with students during lunch, recess, or before and after school • Ensures parent teacher conferences				
3. Participates and works within the parish community as an integral ministry of the Parish.	• Occasional attendance at Parish Sunday Mass • Participates on the parish council • Participates on the parish staff meetings • Meeting individually with the pastor on a weekly basis • Includes information regarding the school in the parish bulletin and/or on the parish website • Involves the students in parish activities throughout the school year (e.g. ministers at Sunday Mass, luncheons for the senior citizens, parish grounds clean-up days, etc.)				
4. Keeps the parents and local community informed about the school	• Provides regular communication with parents through newsletters, the school website, etc. • Participates in local community organizations (e.g. Knights of Columbus, Rotary, etc.)				

5. Communicates Church documents regarding Catholic schools in the United States	• Shares the contents of these Church documents with the faculty, parents, p[parishioners, and local community				
6. Collaborates with families and community members to promote the success of all students.	• Develops partnerships with community organizations • Uses a variety of media to communicate about student learning with constituents, both inside and outside the school. • Maintain a climate of trust within the school through demonstrating honesty and credibility • Keeps parents and community informed of safety issues • Maintains open lines of communication with all stakeholders • Gathers input from parents and community members in making decisions • Develops parent programs focused on instruction				
7. Collaborates with other Catholic, private, public schools, and the Diocesan School Office	• Partners and collaborates with administrative colleagues • Develops a network of support by visiting other schools and administrators • Participates in peer observation with other principals				
8. Articulate the school's service outreach to the parish and local communities	• Shares information of the student service with the parents, parishioners, and other community members through newsletters, the website, etc.				
9. Promotes and celebrates school strengths and acknowledges the areas for needed growth	• Formally celebrates school's achievements annually • Incorporates areas for growth into the school strategic/long-range plan • Informs the media of school accomplishments and achievements on a consistent basis				

10. Recognize and celebrate individual teacher accomplishments	• Provides opportunities for recognition				
11. Recognizes and celebrate individual student accomplishments	• Implements a formal process to recognize student achievements • Informs parents and parishioners of student accomplishments and achievements • Informs the media of student accomplishments and achievements				
12. Uses appropriate conflict management skills	• Resolves conflicts among individuals and groups • Manages conflict and crisis in a timely manner • Effectively addresses difficult issues and conducts difficult discussions				

Principal as Administrator: *The principal promotes the success of all students by ensuring management of the organization, facilities, operations, and resources for a safe, efficient, and effective learning environment*

Factors	EVIDENCE **Delete or Add evidence to determine that you have met each standard and factor**	Highly Effective	Effective	Somewhat Effective	Ineffective
1. Implements all State required regulations and diocesan policies and establishes local policies and procedures of the school	• Reviews and revises the school handbook • Incorporate local school policies and procedures in the school handbook • Provides clear rules and routines for students				
2. Understands Catholic school governance models/structures	• Is familiar with various Catholic school governance models • Understands and can articulate the role of the pastor, the role of the principal, and the role of the board/council • Educates the board/council regarding the appropriate role of the pastor, the principal, and				

	the board/council in the school.				
3. Knows and applies appropriately civil and canon law as they apply to Catholic schools	• Possess knowledge of laws related to special areas (e.g. special education, grants, etc.) • Is familiar with Canon Law as it applies to the school.				
4. Conducts the supervision and evaluation of all faculty and staff	• Focuses on both improvement and accountability in evaluating teachers • Remains current on effective practices as well as rules and regulations related to staff supervision, coaching, and evaluation • Knows the legal process and has the skills and knowledge to take someone through probation and nonrenewal (clear descriptions of deficiencies and remedial actions) • Conducts formal and informal conferences with teachers • Uses a variety of monitoring structures to improve instruction and assessment of learning (e.g. informal observation, assessment lesson analysis, formal lesson observation) ✓ Informs teachers of evaluation criteria prior to the evaluation process ✓ Visits classrooms frequently to monitor teaching and learning ✓ Identifies strengths and weaknesses of teachers to work to improve their performance creating a culture of support ✓ Communicates formally and informally with the teachers throughout the evaluation process ✓ Adheres to evaluation timelines ✓ Uses multiple data sources to evaluate teachers ✓ Considers student performance when				

	evaluating teachers • Implements formal and informal procedures to help new staff members (orientation, mentoring, etc.) • Evaluates in a way that distinguishes effective teachers from ineffective teachers				
5. Responsible for the selection, placement, and termination of all school staff	• Use research-based interviewing practices to selects capable teachers and nonteaching staff • Use diocesan hiring procedures				
6. Provides and participates in in-service and professional growth opportunities for all staff	• Participates in various types of professional development • Provides staff development that focuses on improving teaching and learning identified in the accreditation process • Uses teacher experts to further teaching and learning • Solicits input from teachers in the design and implementation of professional development • Fosters an atmosphere of professional learning among the staff				
7. Protects teachers from issues and influences that would distract from their instructional times	• Minimize distractions in the classroom through scheduling the order of the day to maximize instruction • Establish policies and procedure that maximize instruction				
8. Initiates process for the effective recruitment and retention of students	• Has formulated a student recruitment/retention plan • Implements standard marketing strategies to increase the recruitment of students to the school				
9. Prepares and effectively manages the school budget	• Develops a budget for each fiscal year by gathering, analyzing and using data to create, evaluate and manage a school budget (e.g.				

	reviews previous schools budgets) • Seek staff input in developing the budget plan • Plans and prioritizes expenses with preference given to student learning • Creates and monitors appropriate fiscal procedures • Reviews on a monthly basis the actuals with the bookkeeper				
10. Review monthly financial statements with the school financial council/board	• Prepares monthly financial statements • Reviews the monthly financial statements with the pastor and the school board/council • Shares summary financial data with the parents at least quarterly • Ensures informal reviews/audits				
11. Ensures effective use of all human resources	• Delegate tasks within the school • Fosters leaders in the school • Empowers staff to make decisions				
12. Ensures development efforts including fund raising, annual appeals, growth of endowments, grants, and other gifts	• Formulates a school development plan • Facilitates the implementation of the development plan • Regularly evaluates the development plan • Uses current development data to adjust the development plan				
13. Provides leadership for effective short and long-range school planning in conjunction with the parish and board/council	• Formulates a strategic and/or long-range plan in conjunction with the board/council • Ensures that the school plan is aligned to the parish(s) plan • Annually evaluates and reviews the plan with the board/council and makes appropriate adjustments				
14. Collaboratively establishes a shared vision with well-defined goals	• Develops and implements a process for the formulation of a shared school vision • Annually reviews and discusses the shared vision				

	with the faculty and board/council • Creates a positive learning environment • Encourages innovation				
15. Ensures the health and safety within the school	• Assumes the accountability for student discipline • Reviews, analyzes and implements school safety and discipline plans based on school data. • Identifies and uses community resources to support comprehensive safe schools plan • Establishes and implements crisis plans and follow-up in a timely and appropriate manner				
16. Ensure that the rights and needs of the individual are respected within the school	• Supervises teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment • Implement school wide respect and protect plan to promote a safe environment throughout the community • Applies diocesan policy and legal requirements regarding discipline and safety				
17. Acts as executive officer of the school board/advisory council	• Formulates the board/council agenda with the board chair • Ensures that minutes are kept for all board/council meetings • Keeps the pastor informed of all board/council activity				
18. Oversees the proper maintenance and cleanliness of the school property	• Oversees routine maintenance of the facility • Develops a master maintenance schedule that reflects state and diocesan requirements and local needs				
19. Establishes and publishes the local school calendar in accordance with the state	• School calendar is created in accordance with diocesan and state regulations				
20. Ensures the maintenance	**School reports to send to Diocese and/or State**				

of school records and reports	Accreditation Annual Progress Report Annual Virtus Safe Environment Training Children/Youth Roster Report Asbestos Annual Notification Letter form Asbestos Periodic Surveillance Inspection Report Asbestos Periodic Surveillance Inspection Report Asbestos Short Term Worker Forms Catholic Mutual Safety Survey Report Catholic Mutual Self-Inspection Report form Catholic Schools Financial Report CPR/First Aid Training Dates Monthly Enrollment Numbers form NCEA Data Bank Report OSPI Annual Private School Approval Form OSPI Annual Private School Personnel & Enrollment Forms OSPI Private School participation in Federal Programs Form OSPI Weapons Report Record of Classes for Catechist Certification Return All Personnel Diocesan Worksheets Safe Environment ~ Pastor's Letter/Safe Environment Coordinator form School Fundraisers/Staff Development Days Signed Teacher and Principal Contracts Teacher and Principal Salary Sale Worksheets Teacher Evaluation Summaries Personnel Attendance Record for Principal & Teachers Textbook List WCEA Annual Dues WSCC Dues				
21. Utilize government programs as applicable	• Attends annual meetings with the public school personnel regarding federal Title Programs • Utilizes funds available through Federal and				

	State programs to serve the needs of the students and staff ✓ IDEA ✓ Federal Title Programs (ESEA) ✓ E-rate (USAC) ✓ National School Lunch Program ✓ Child Care Licensing Program • Maintains accurate records of all materials purchased with Title funds				
22. Provides the Diocesan School Office with continuing information regarding the local school programs and personnel	• Completes and sends to the Diocesan Office of Education: ✓ Teacher personnel attendance/absence forms ✓ Personnel Status Report forms ✓ Diocesan finance report forms ✓ Annual NCEA report ✓ Salary worksheets ✓ Annual teacher evaluation summary form for each teacher ✓ State forms				

Principal name _____

Principal Signature _____ Date:

Pastor name _____

Pastor Signature _____ Date:

Superintendent name _____

Superintendent Signature _____ Date:

Additional Member name _____ Role:

Additional Member Signature _____ Date:

DIOCESAN SCHOOL OFFICE
Diocese of Spokane

ANNUAL PROFESSIONAL GROWTH PLAN
20 ___ - 20 ___

NAME_____SCHOOL _____

CITY _____ DATE _____

Principal's Goals:

1. Personal Goals:

   _____

   _____

   Strategies:

   _____

   _____

   _____

   _____

2. Professional Goals:

   _____

   _____

   Strategies:

   _____

   _____

   _____

   _____

Principal's Signature

Date

Evaluation Committee Signatures