



Reference Guide

Principal Module 3

Collaboration in the Goal Setting Phase

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Principals will receive a written Notice of Evaluation no later than the first day of school (student attendance), which will include:

- Student Growth Rubric
- Professional Growth Rubric
- Summary of the manner in which student and professional growth measures will be used in determining a summative performance rating
- Identification of the mandatory four rating levels that will be used

The evaluator, in collaboration with the principal will establish **Professional Growth Goals** during the **Goal-Setting Meeting** held no later than **Oct. 1** of each year.

There are several areas where **working collaboratively** with the principal can greatly improve the process for both you as the evaluator and for the principal. For example, collaboration is essential during the goal-setting phase (Module 3) and during the monitoring phase (Module 4).

Outcomes required from the **Goal Setting Meeting**:

- Determine Student Growth assessments, goals and targets
- Determine Professional Growth Goals and targets
- Determine strategy for supporting further growth
- Determine weightings*, if any, among Professional Practice evidence samples to be collected
- Determine weightings*, if any, among Student Growth measures to be collected

*NOTE: The weighting of each portion of the Overall Summative Evaluation Rating will have been determined and included in the written Notice of Evaluation sent to the principal prior to the first day of school.

In determining the **Professional Growth Goals**, the following **required inputs** must be considered:

1. Specific duties, responsibilities, management and competencies of the principal (or assistant principal, where applicable).
2. Principal's prior year evaluation (if available), including identification of Strengths and Areas for Growth.

The evaluator is **required to collaborate** with the principal in establishing the performance evaluation goals and targets. If the evaluator and the principal **fail to come to an agreement**, the evaluator is responsible for setting the final goals and targets.

Strengths and Areas for Growth are determined by the evidence ratings from the prior year's performance evaluation. This information should inform the Professional Growth Goal setting, and information from the prior year's teacher evaluations should inform the school's **Professional Development Plan**.

The **Professional Development Plans** established by the principal should:

- Align to District priorities and the School Improvement Plan
- Align to the identified needs of the school as determined, through data analysis, of teacher evaluations
- Express the objectives of the school’s professional development plan
- Include any staff development plans, based on individual staff evaluations, for individual staff members.

Requirements vs. Recommendations for Student Growth:

Required:	Recommended:
Minimum of 30%* Student Growth – Academic based on assessments *(25% in the first two years)	30% Student Growth – Academic based on assessments & 20% Other Student Growth Indicators
2 Targets – 2 assessments	4 Targets – 2 assessments & 2 other
Use of 2 Type I and/or II assessments to meet the minimum Student Growth – Academic requirement	Use of Type I and II assessments to meet the minimum Student Growth – Academic requirement, AND includes attainment measure, and Other Student Growth Indicators
Select Assessments and Set Targets - No later than October 1 of every calendar year	Select Assessments and Set Targets – As soon as possible but no later than October 1 of every calendar year
4 Student Growth Performance Levels: Not defined	4 Student Growth Performance Levels: <i>Exceeds Goal</i> - Exceeds the target for a majority of the Student Growth measures; meets all targets <i>Meets Goal</i> - Meets or exceeds the target for a majority of the Student Growth measures; does not have negative growth on any measures <i>Minimal Growth</i> - Meets only 1 or 2 Student Growth targets; has no more than one measure with negative growth results <i>No or Negative Growth</i> - Does not meet any Student Growth targets; demonstrates negative growth on one or more measures