

**BEGINNING OF THE YEAR CONVERSATION  
FOR PRINCIPALS AND ASSISTANT PRINCIPALS ON  
*FOCUSED EVALUATION***

By September 15<sup>th</sup>, the employee and evaluator will meet to collaboratively determine which criterion will be used for the employee's evaluation. The Focused Evaluation also must include the student growth rubrics. If criterion 3, 5, or 8 is selected as the area of focus, evaluators will use the accompanying student growth rubrics. If criterion 1, 2, 4, 6, or 7 is selected, evaluators will use 3.4, 5.2 OR 8.3 student growth rubrics. The following questions will guide the conversation:

***Establishing Criterion***

1. What criterion would you like to work on? Why did you choose this criterion?
2. What would success on this criterion look like? How will you know when you have achieved it? What would count as evidence of success?
3. Describe the activities you will do to work toward the criterion. What are possible artifacts?
4. What resources/support will you need to achieve the criterion?

***Supporting Student Growth***

5. What are your student growth goals for your school this year? How/when will you use your school's student growth data to inform your leadership of your school?
6. How will you support teachers in establishing student growth goals?

***Working with Families***

7. How will you communicate with families at your school? To what extent do you adapt your message to the cultural or social backgrounds of your students and their families?

Based on the criterion selected for the Focused Evaluation, the employee and evaluator will also discuss the question(s) associated with the specific criterion.

**CRITERION 1**

What is the vision for your school, and how are you engaging your staff around that vision?

**CRITERION 2**

How will you ensure that students and staff are safe in your school? What are you doing to provide support for social, emotional, and intellectual safety?

**CRITERION 3**

How will you support your staff in using data to reflect, monitor and adjust their instructional practices?

**CRITERION 4**

What strategies are you using for assessing student performance in your school? How are you using that data to support your leadership with staff?

**CRITERION 5**

How are you supporting the professional learning of your staff?

**CRITERION 6**

What strategies are you using to align resources with your goals and the needs of your building?

**CRITERION 7**

How will you engage your school community in sensitive and skillful ways to support greater understanding of the work of your school?

**CRITERION 8**

What are you doing to support the cultural competence of your staff?

**BEGINNING OF THE YEAR CONVERSATION  
FOR PRINCIPALS AND ASSISTANT PRINCIPALS ON  
COMPREHENSIVE EVALUATION**

By September 15, the employee and evaluator will meet to discuss the Comprehensive Evaluation process.\*\* The following questions will guide the discussion:

1. What does success on the eight criteria look like?
2. Describe the activities you will do to work toward meeting the eight criteria? What are possible artifacts?
3. What resources/support will you need as you work on the criteria?

***Student Growth***

4. What are your student growth goals for your school this year? Are there targeted areas of student growth that you want to focus on this year?
5. How will you support teachers in establishing student growth goals? How will you monitor the teachers' progress toward the student growth goals?

***Working with Families***

6. How will you communicate with families at your school? To what extent do you adapt your message to the cultural or social backgrounds of your students and their families?

The following questions also will be discussed during the beginning of year conversation:

**CRITERION 1**

What is the vision for your school and how are you engaging your staff around that vision?

**CRITERION 2**

How will you ensure that students and staff are safe in your school? What are you doing to provide support for social, emotional, and intellectual safety?

**CRITERION 3**

How will you support your staff in using data to reflect, monitor and adjust their instructional practices?

**CRITERION 4**

What strategies are you using for assessing student performance in your school? How are you using that data to support your leadership with staff?

**CRITERION 5**

How are you supporting the professional learning of your staff?

**CRITERION 6**

What strategies are you using to align resources with your goals and the needs of your building?

**CRITERION 7**

How will you engage your school community in sensitive and skillful ways to support greater understanding of the work of your school?

**CRITERION 8**

What are you doing to support the cultural competence of your staff?

*\*\*Employee may bring the evaluation form indicating where he/she has assessed him/herself on the rubrics for the eight criteria.*

**MIDYEAR CONFERENCE  
COMPREHENSIVE AND FOCUSED EVALUATIONS**

The evaluator and employee will meet midyear to discuss progress on the criterion and student growth (Focused) or the eight criteria and student growth (Comprehensive). At the meeting, they will discuss the employee's progress on the criterion or criteria. They may share any evidence or data collected during the first part of the year.

Using the principal evaluation rubric, the evaluator and employee will discuss any components noted as basic and will discuss further areas of support and/or establish additional strategies or goals to address the component(s).

Ongoing conversations are encouraged around communication with families, professional development needs of the employee and his/her staff, and efforts around student growth and achievement.

**SUMMATIVE EVALUATION PREPARATION AND CONFERENCE**

By June 1, the evaluator and employee will meet to discuss the employee's performance during the evaluation period. Evaluator and employee-provided evidence will be reviewed and discussed.

Following the discussion, the evaluator will assess the appropriate level of proficiency for each element of the criterion (Focused) or each element of the eight criteria (Comprehensive), plus the applicable student growth rubrics. The evaluator will assign an overall summative score using the state band. A rating of "1" on the student growth rubric row results in a "Low" student growth impact rating and triggers a student growth inquiry plan. A copy of the completed evaluation is provided to the employee. All copies of the evaluation shall bear the signature of both the employee and the evaluator. A completed evaluation form will be sent to Human Resources by July 1.

If an employee receives an overall summative score of "1" or "2," a Plan of Support will be initiated.