

## Appendix A: Steps for Completing the State Principal Evaluation

**These appendices include the procedural steps for conducting a full State Principal Evaluation both in Professional Practices and Student Growth areas. The evaluator would use only those parts of the instrument appropriate and required for a specific evaluation year (ex. Student Growth, but not Professional Practices).**

The following Preliminary Steps are recommended, prior to using the State Principal Evaluation Instrument.

1. Provide Overview Training of the Evaluation System Framework for principals (state requirements, local/state models, connection to waiver application approved by MSDE, SLOs, SPI, Guidebook)
2. Guidance on Principal SLOs as related to District Master/Strategic plans, School Improvement Plans, and Complexity Factors
3. Provide documentation in memorandum to individual principals about the evaluation process and expectations that will be utilized (provides Due Process, opportunity to assimilate information and think about goals and SLOs, evaluation timeline, and describes formal visits). Include attachments on Professional Practice Standards, SLOs, process of formal visits – who, how often, types of visits

TIMEFRAME	STEP	EVALUATOR ( Executive Officer )	PRINCIPAL
June - August	<p style="text-align: center;"><u>Pre-Planning</u></p> <p>Investing in purposeful pre-planning is essential to insuring that the subsequent Initial Conference will be intentional, targeted, and data/information supported with clear goals, measurable evidence, and mutual agreements. Advance preparation with regard to these expectations will significantly enhance the potential that the Initial Conference will be manageable in content and length and will elevate the likelihood for rich and objective conversation between the Executive Officer and the Principal.</p>	<ul style="list-style-type: none"> <li>• Review data, information, measurements, and principal performance rating</li> </ul> <p>Data, information, and measurements are used to recreate and describe the performance of the principal, the status of a school and the effectiveness of the school’s instructional programs.</p> <p>A variety of data will be used to initiate dialogue between the administrator and the evaluator throughout the school year. Quantitative, qualitative, additional sources, and artifacts may include, but are not limited to the following examples:</p> <p>Quantitative Sources: The most recent data streams of MSAs. SPI (GAP, Growth, Achievement, College and Career Readiness ), attendance, graduation and dropout Rates, Individual Learning Plans; reading assessments; writing assessments; math assessments (teacher team and /or grade level), etc.</p>	<ul style="list-style-type: none"> <li>• Review data, information, measurements, and principal performance rating</li> </ul> <p>Principals need to be knowledgeable of and able to refer to State publications on the topics of teacher and principal evaluation which provide comprehensive information in substantial detail on the requirements and expectations as well as the content and processes of their evaluation</p> <ul style="list-style-type: none"> <li>• Attend and actively participate in professional development activities on topics and issues related to the Preliminary steps (See above)</li> </ul>

		<p>Qualitative Sources: School Satisfaction Survey; staff surveys; parent surveys; student surveys; Accrediting Agency reports</p> <p>Artifacts including: Website; memos; newsletters; handbooks; reports; School Improvement Plan; staff development documents; student awards and recognitions; vision, mission, and purpose documents; prior performance appraisals; appraisals of others</p> <p>Additional Sources: Collaborative School Committee feedback; notes from Learning Walks and school visitations; other feedback received by the principal or the evaluator. Principals will be evaluated based on the standards and performance criteria described in the <i>Maryland Teacher and Principal Evaluation Guidebook</i>. The evaluator will use multiple sources of information to lead to a judgment regarding performance on a particular standard. The principal and/or the evaluator may use these or additional data sources in any combination that will lead toward ongoing improvement</p> <ul style="list-style-type: none"> <li>• Revisit the development needs and achievements targets identified in previous evaluation/s</li> <li>• Identify priority needs in the school system’s Master/Strategic/Improvement Plans</li> <li>• Determine school system’s priority needs relevant to the particular school</li> </ul>	<p>In addition to providing printed materials on the topics of teacher and principal evaluation, both State and local education specialists may provide professional development and resources to enhance principals’ understandings of evaluation content and processes. These sessions can be available on a regular and/or on a requested basis. Webinars, learning modules, and other electronic learning opportunities will be available to supplement face-to-face meetings</p> <p style="text-align: center;"><u>Self Assessment</u></p> <ul style="list-style-type: none"> <li>• Revisit developmental needs and achievement targets identified in previous evaluation/s</li> </ul> <p>In the spirit of on-going, continuing growth, the principal should consult her/his past evaluations. The level/s of performance she/he has been able to achieve in the past should influence plans for the future growth and development. It is especially important that the principal examine past performance records for patterns of success as well as ‘need patterns’ and with those in mind work closely with the evaluator in planning for the future.</p> <ul style="list-style-type: none"> <li>• Identify priority needs in the School Improvement Plan</li> </ul> <p>Assuming the School Improvement Plan has been a working document collaboratively developed by the principal and staff directing the activities and growth of the school, it can and will provide important information in the principal’s future planning. This is particularly true in the matter of gathering evidence of growth and establishing strategies for improvement.</p>
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			<ul style="list-style-type: none"><li>• Consider possible evidence to measure target goals</li></ul> <p>Targets alone are unhelpful if they do not establish the accountability in required evidences. This will be evident in the usefulness of the existing School Improvement Plan. If it has not tracked growth over time as related to the achievement of its goals, it offers little to no context for change. Establishing the evidences will enable the development of strategies that can make the difference in school improvement.</p> <ul style="list-style-type: none"><li>• Identify professional development needs</li></ul> <p>Utilizing the principal's previous evaluations and data about school performance efforts is essential to the construction of the principal's plan for professional growth and school improvement. Of equal importance are the principal's self scrutiny and identification of professional strengths and needs as a leader entrusted with providing learning opportunities for teachers that will lead to increasing successes and achievements of students. The principal should carefully examine her/his professional contributions as an instructional leader who can and is making a positive difference.</p>
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			<ul style="list-style-type: none"> <li>• Craft SLOs (2)</li> </ul> <p>As the maxim states “We learn best by doing”, a principal will become proficient in SLO construction by developing SLOs according to their essential components more than by talking about or even reading about SLOs. Having crafted SLOs in preparation for the Initial Conference, the principal is in an excellent place for seeking clarification from the evaluator and, as a result, clarifying the expectation and importance of the SLO in her/his evaluation. The additional benefit of this work is that the principal is in a much better situation for helping the teaching staff develop SLOs.</p>
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<p>July-September</p>	<p><u>Initial Conference</u></p> <p>The dialog essential to an evaluation process that promotes the professional growth of the principal is established in the Initial Conference. Here the partners in this effort establish a conversation focused on the specific targets by which the principal will be evaluated. More importantly, they are determining the kind and level of growth that is in the best interest of the students, school and the community it serves. The Initial Conference establishes the</p>	<ul style="list-style-type: none"> <li>• Set Goals and Strategies</li> </ul> <p>The initial one-on-one meeting will be held between the evaluator and the principal being evaluated. At this time, the principal will provide a “snapshot” of school issues and considerations to include at a minimum: The most recent assessment data available, strategies that worked, as well as those which did not. New goals should be established based on analysis of the most current available student performance data. A guided visitation of the school, focused on evaluation considerations, should be planned and scheduled at this meeting. Also, at this time, the specific goals for evaluation for the current school year should be set.</p> <p>Goals and objectives should be agreed upon at this conference and strategies, assessments and timelines should be discussed. Specific measures and performance targets for the student learning targets, teacher effectiveness outcomes, and stakeholder feedback should be discussed as needed and appropriate. The evaluator and principal should also identify focus areas and appropriate weighting for the development of Professional Practice Outcomes. They should also discuss the appropriate resources and professional development needs to support the principal in meeting the performance targets.</p> <ul style="list-style-type: none"> <li>• For Student Growth Targets</li> </ul>
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	<p>parameters for all of the remaining steps in the evaluation process: the school-site visits, the mid-year conference, data analysis, and the end-of-year conference</p>	<ul style="list-style-type: none"> <li>➤ Review the most recent data streams: MSAs, The SPI (GAP, Growth, Achievement, College and Career Readiness), Attendance, Graduation and Dropout Rates, etc.</li> <li>➤ Identify target measures; validate the alignment of the SIP and LEA priorities</li> <li>➤ Construct and agree upon SLOs and determine evidence to support their achievement</li> <li>➤ Determine SLO proficiency of accomplishment levels</li> </ul> <ul style="list-style-type: none"> <li>● For Professional Practice Targets <ul style="list-style-type: none"> <li>Establish the percent weight within the 2%-10% value range for each Outcome ensuring a total of fifty (50) percent</li> <li>➤ Identify goals for each Outcome and identify what evidence will be provided to measure each goal</li> <li>➤ Determine possible levels of goal accomplishment based on the evaluation rubric</li> </ul> </li> <li>● Identify resources, supports, and/or professional development that will be provided</li> </ul>
<p>September - December</p>	<p><u>School Site Visit (First semester)</u></p> <p>The direct observation of the principal’s practices and activities is essential in understanding the principal’s values and beliefs that guide and direct her/his professional practice. For these visits to be productive in witnessing the principal “in action,” they must be focused on collecting the evidences agreed upon in the Initial Conference.</p>	<ul style="list-style-type: none"> <li>● Schedule formal school site visits which are designed to observe Professional Practices</li> <li>● Conduct formal visit and provide written and face to face feedback (during first semester)</li> </ul> <p>The evaluator conducts at least two school site visit observations for any principal but may conduct several more site visits for principals who are new to their district, school, the profession, or who have received ratings below Effective. Examples of school site observations could include observing the principal leading professional development, providing instructional leadership, or facilitating teacher teams, observing the principal working with parents and community members, observing classrooms and instructional quality, or assessing elements of the school culture. In dynamic learning communities, the respectful exchange of feedback is a natural element of the school culture. The spirit of open communication is intentional, and evaluators are frequent visitors offering constructive feedback to help principals reflect on their performance and contribution to student achievement. The basic requirements for conducting school visits include:</p> <ul style="list-style-type: none"> <li>➤ At least one school visit per semester</li> <li>➤ Both written and face-to-face feedback and are required after each school visit.</li> </ul>

The evaluator's findings must be communicated through constructive feedback both at the conclusion of the school site visit and in the Mid-Year Conference.

#### Providing Feedback

The goal of feedback is to help principals to grow as educators and leaders. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive and constructive. To the extent possible, feedback should be grounded in the component language found in the Professional Practice Outcomes

Even the most effective principals can improve and should receive constructive feedback. This does not, however, mean that evaluators need to identify an area for development every time they provide feedback. Some helpful hints on delivering and receiving feedback:

- Deliver feedback as soon as possible
  - Use a warm and professional tone
  - Be specific
  - Present feedback without personal opinion
  - Discuss next steps
- Collect evidence for professional Practice Outcomes and Annual Student Growth measures including data from school visits and data provided by the principal (It is helpful if the principal provides examples based on Professional Practice Outcomes).

#### Evidence Collection and Review

- The focus of the evidence collection should be on quality rather than quantity.
- All evidence collected should be clearly connected to the performance measures of one or more of the components Professional Practice Outcomes.
- One piece of evidence could be used to demonstrate proficiency on more than one component of the rubric.
- Principals may submit brief notes or explanations for why certain evidence has been submitted if they feel it may not be immediately clear to the evaluator.

		<p style="text-align: center;"><u>Flexibility Factor</u></p> <ul style="list-style-type: none"> <li>➤ Districts can decide the specific process for evidence collection and review, including what and how much evidence will be collected.</li> <li>➤ Timelines may also be determined at the local level, but it is important to ensure expectations are clearly communicated to all principals</li> </ul>
<p>January - February</p>	<p><u>Mid- Year Conference</u>  Review, discussion and evaluation of both Growth and Professional Practice data occurs in this mid-year conference. In some instances, final conclusions may be possible in the areas of Growth data. However, Professional Practice data is likely to be incomplete at this time. Mid-year corrections or adjustments to targets and evidences may be appropriate based on unanticipated changes in the school, in available new data, in staffing, etc. Still, only tentative conclusions regarding the principal’s final evaluation are possible. More data remains to be collected during and, perhaps, after the next school site visit.</p>	<ul style="list-style-type: none"> <li>● Review Progress toward Student Growth and Professional Practice Targets</li> <li>● Consider the nature of the progress and determine whether adjustments are warranted</li> <li>● Make appropriate mid-year adjustments</li> <li>● For the principal not showing effective Professional Practice, appropriate resources, support, and professional development would be warranted at this time in order to promote those effective practices needing improvement.</li> </ul>

<p>February - April</p>	<p><u>School Site Visit</u> <u>(Second Semester)</u></p> <p>During this school site visit, the evaluator’s focus must be set on enhancing the data collected in the first visit and analyzed/discussed as part of the Mid-Year Conference. In addition, the evaluator needs to gather information on those Professional Practice Targets set in the Initial Conference and/or adjusted at the time of the Mid-Year Conference.</p>	<p>See description of school site visit, feedback, and evidence collection above.</p>
<p>April - May</p>	<p><u>Data Analysis</u></p> <p>In the spirit of collegiality, The principal is encouraged to begin the careful analysis of both Student Growth Data and Professional Practice Outcome Data/ Artifacts in preparation for the Evaluation Conference. Both the evaluator and the principal should draw data-supported conclusions about the principal’s level of performance prior to the Evaluation Conference. Those conclusions must be based on the evidences that were agreed upon in the Initial Conference as well as the evidences that may have been adjusted in the Mid-Year Conference.</p>	<ul style="list-style-type: none"> <li>• Both the evaluator and principal analyze data and evidence for achievement of goals, Professional Practice outcomes and SLOs.</li> <li>• For Student Growth Targets <ul style="list-style-type: none"> <li>➤ Evaluate the most recent data streams and apply MSAs and SPI values to the Educator Effectiveness formula</li> <li>➤ Grade the SLOs and apply the SLO values to the Educator Effectiveness formula</li> </ul> </li> <li>• For Professional Practiced Targets <ul style="list-style-type: none"> <li>➤ Evaluate Professional Practice using weights and rubric and apply the Total Score to Educator Effectiveness formula</li> </ul> </li> <li>• Using formula, calculate Educator Effectiveness Rating</li> <li>• Identify resources, supports, and/or professional development as may be required .</li> </ul>

June- July	<u>Calculating Principal Effectiveness</u>	The Total Professional Practice Score should be entered into the appropriate level of the principal effectiveness rating calculation formula, along with the Student Growth Measures, resulting in an Effectiveness Rating.
	<u>Draft Evaluation</u>	Draft evaluation is written by the evaluator. It is provided to the principal for review and input, face-to-face conference is held, preliminary goals for the following year are determined, and final evaluation is provided to the principal for signature.
	<u>Evaluation Conference</u>  In a number of respects this conference brings closure to the principal’s evaluation for it concludes with the calculation of the principal’s annual evaluation. When done in the spirit of promoting the principal’s professional growth this conference also provides the starting point for the principal’s future performance, the growth of the students and teachers in her/his care, the improvement of the school , and the continuing support from the community served by the school	The Evaluation Conference is conducted at the end of the school year. During this conference, the Executive Officer will review and discuss the Student Growth Measures provided by MSDE (see Part 1), score and discuss the Principal’s SLOs (see Appendix B), and score and discuss the Professional Practice portion of the Principal Evaluation Instrument (see Appendix C).  Note: For principals who are continuing in the same assignment, it may be possible to conduct the Evaluation Conference and the next cycle’s Initial Conference at the same time. Ideally, during this meeting, upon reviewing the final draft evaluation, consensus will be reached regarding the final evaluation, ratings and comments. However, if consensus cannot be reached, the evaluator will make the final decision and prepare the final evaluation.
	<u>Final Evaluation Signing, Appeals, &amp; Addendums</u>	Following the Evaluation Conference and the writing of the final evaluation, the Executive Officer and Principal are to sign the “Principal Evaluation: Effectiveness Rating” page. These signatures are an affirmation of process, not content. The Principal reserves the right to include addendums to the evaluation document and where possible, appeal the Effectiveness Rating to a higher authority.

## **Appendix B: Using SLOs in the State Principal Evaluation**

This appendix includes the procedural information necessary for completing the Student Learning Objective section of the State Principal Evaluation Instrument.

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Included in this Appendix are 4 documents:

1. Student Learning Objectives: Template for Principals
2. Student Learning Objectives: Guiding Questions for Principals to Write SLOs
3. Student Learning Objectives: Rubric for Approval of Principal Written SLOs
4. Student Learning Objectives: Scoring Process for the Maryland Principal Evaluation Model

All of these documents are available for downloading and copying at <http://www.marylandpublicschools.org/MSDE/programs/tpe>.

## B1: Student Learning Objective (SLO) Template for Principal

Principal's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<b>1. Summarize the long term academic goal for students.</b>
<i>Data Review &amp; Baseline Evidence</i>	<b>2. Describe and explain the process and information used to create this SLO.</b>
<i>Student Population</i>	<b>3. Describe and explain the student group(s) selected for this SLO.</b>
<i>Learning Content</i>	<b>4. Describe the specific content focus for this SLO.</b>
<i>Instructional Interval</i>	<b>5. Describe the instructional period for this SLO.</b>
<i>Target</i>	<b>6. Describe and explain the expectations for student growth for students included in this SLO.</b>
<i>Evidence of Growth</i>	<b>7. Describe what evidence will be used to determine student progress or growth.</b>
<i>Leadership and Professional Development</i>	<b>8. Describe and explain leadership strategies and professional development to support attainment of SLO.</b>
<i>Target Results</i>	
To be completed by the principal prior to the End of Instructional Interval Conference	

<b>Activity</b>	<b>Date</b>	<b>Principal's Signature</b>	<b>Evaluator's Signature</b>
<b>Initial Conference</b> Include comments as needed.			
<b>SLO Approved</b>			
<b>Mid-Interval Review</b> Include comments or mid-interval adjustments if applicable.			
<b>End of Instructional Interval Conference</b> Include comments as needed. Score SLO using chart below.			
<b>Final Rating &amp; Score</b> Total possible points for this SLO points	<b>Choose one:</b> <b>Insufficient Attainment of Target</b> (33% x total possible points) = _ _pts <b>Partial Attainment of Target</b> (67% x total possible points) = pts <b>Full Attainment of Target</b> (100% of total possible points) = pts		

**Additional comments:**

cc. Principal  
Evaluator

## B2: Student Learning Objectives (SLOs) Guiding Questions for Principals to Write SLOs

This document is intended to provide information and guidance regarding the components of a SLO. The questions will assist principals in completing the *Student Learning Objective Template for Principals* prior to submission to the supervisor/evaluator. Supervisors will use the *Rubric for Approving Principal Written SLO* to review and approve the SLO.

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<b>1. Summarize the long term academic goal for students</b> e.g. School Improvement Goal
<i>Data Review &amp; Baseline Evidence</i>	<b>2. Describe and explain the process and information used to create this SLO.</b> a) Identify specific data sources used in the data analysis process. b) What is the baseline data for current student performance levels including student subgroup populations? (English language learners, special education, free and reduced meals, gifted and talented, race/ethnicity)
<i>Student Population</i>	<b>3. Describe and explain the student group(s) selected for this SLO.</b> a) What is the total number and school percentage of students targeted for this SLO? b) What is the grade level or performance level of the students? c) Does this student population represent the majority of the school and/or does it represent a student subgroup? (English language learners, special education, free and reduced meals (FARMS), gifted and talented, race/ethnicity)
<i>Learning Content</i>	<b>4. Describe the specific content focus for this SLO.</b> a) Does the content support attainment of College and Career Readiness via Maryland Common Core State Curriculum, Maryland curriculum, international, national, or industry standards? b) Explain why this particular objective was chosen and is an appropriate area of priority & focus i.e. aligned with district Master Plan and/or School Improvement Plan, addresses underperforming subgroups, etc.
<i>Instructional Interval</i>	<b>5. Describe the instructional period for this SLO.</b> This is typically a school year unless there is a compelling reason for a shorter interval. If other than a year, please state interval and provide rationale.
<i>Target</i>	<b>6. Describe and explain the expectations for student growth for students included in this SLO.</b> a) Are the expectations for all groups of students included in this SLO defined? (e.g. achievement level, scores, percentages)

	<ul style="list-style-type: none"> <li>b) If appropriate, are targets tiered to reflect differentiation among students?</li> <li>c) Explain why the target is appropriate and rigorous, including impact of any complexity factors (E.g. subgroup diversity, unusually high number of transient students, block scheduling, co-teaching circumstances, and specific facility issues).</li> <li>d) What are the measures or assessments used to provide on-going &amp; summative evidence of students' growth toward meeting the target?</li> <li>e) Do the assessment/measures meet the criteria established by the district, if applicable?</li> </ul>
<i>Evidence of Growth</i>	<p><b>7. Describe what evidence will be used to determine student progress or growth?</b></p> <ul style="list-style-type: none"> <li>a) Identify the measures or assessments. For example: pre- and post-testing, formative, summative, performance-based)</li> <li>b) Are the measures aligned to standards?</li> <li>c) How was it determined that the assessments are appropriate for the student populations listed?</li> <li>d) Will they provide the evidence to determine if the target has been met?</li> <li>e) Do the measures meet criteria established by state or district, if applicable?</li> </ul>
<i>Leadership and Professional Development</i>	<p><b>8. Describe and explain leadership strategies and professional development to support attainment of SLO.</b></p> <ul style="list-style-type: none"> <li>a) Describe the key leadership strategies you will employ to support teachers and their students in reaching the growth target for this SLO.</li> <li>b) Identify the professional development you need to support your leadership for this SLO.</li> </ul>

## B3: Student Learning Objective (SLO)

### Rubric for Approval of Principal Written SLO

The *Rubric for Approval of Principal Written SLO* is a tool to assist supervisors/evaluators with the review and approval of principal written SLOs. Student Learning Objectives (SLOs) for principals contain various components including Objective Summary Statement, Data, Student Population, Learning Content, Instructional Interval, Target, Evidence of Growth, Leadership and Professional Development. To assist principals with writing SLOs, the Maryland State Department of Education (MSDE) has developed a set of guiding questions (*Student Learning Objective: Guiding Questions for Principals to Write SLO*) for each of these components. The *Rubric for Approval of Principal Written SLO* is designed to help supervisors ensure there is logic and unity among the individual components and that the SLO reflects careful planning and thoughtful reflection that will support successful implementation and attainment of the SLO targets.

The rubric contains four domains: Priority of Standard, Rigor of Target, Quality of Measure & Evidence, and Action Plan. Under each domain there are criteria that guide the supervisor during the review and approval process. These criteria are meant to guide the evaluator and are not all-inclusive. **Local school districts may add additional criteria or domains as necessary to support the focus and priorities of the district.** For example, local districts may want to require that a school improvement goal(s) serve as one (or more) of the SLOs for a principal. Professional development provided to principals regarding SLOs should include a discussion about the criteria and district expectations for approval of an SLO.

MSDE created a template, *Student Learning Objective: Template for Principals*, for principals to use to write and submit the SLO. After the principal has submitted the SLO, the supervisor reviews the SLO and schedules a conference with the principal to discuss how well the SLO meets the rubric criteria. If necessary, clarifications or revisions to the SLO may be required before approval. At the point of approval, there should be mutual agreement about the objective and action plan for implementation as well as a clear understanding of the target and how it will be measured for the purpose of the principal evaluation. The date of the conference and approval of the SLO is recorded on the *SLO Template for Principals*.

Element	Criteria
<b>Priority of Standard</b>	<p>The <b>content</b> supports attainment of College and Career Readiness via Maryland Common Core State Curriculum, Maryland curriculum, international, national, or industry recognized standards.</p> <p>The skill and/or knowledge is critical for attainment of College and Career Readiness.</p> <p>The content reflects a high priority for district and school improvement.</p> <p>The scope of content is appropriate for the length of the <b>instruction interval</b>.</p>
<b>Rigor of Target</b>	<p>The <b>target</b> is anchored in <b>baseline data</b>, including historical data (i.e. district, school, and student level data) and multiple measures if possible.</p> <p>The rationale explains how the rigor and attainability of the numerical target was determined. For example, the target is based on the past performance of students or the expectation of a year's growth or the mastery of a standard or incremental improvement.</p>

	The target appropriately addresses subgroup achievement gaps and if appropriate, the SLO differentiates targets for individuals or groups of students based on baseline data so that all targets are rigorous yet attainable.
<b>Quality of Measure &amp; Evidence</b>	<p>The source(s) of <b>evidence</b> provides the data needed to determine if the target has been met.</p> <p>The measure(s) is aligned to the standards and provides evidence relative to the target.</p> <p>The measure is appropriate for the <b>student population</b>.</p> <p>The measure meets the criteria established by the state or district.</p>
<b>Action Plan</b>	<p>The selected leadership <b>strategies</b> support teacher and students in reaching the target for this SLO.</p> <p>The identified <b>professional development</b> supports the successful implementation of the SLO.</p>

## **B4: Student Learning Objectives (SLOs) Scoring Process for the Maryland Principal Evaluation Model**

This guidance is intended to assist evaluators in scoring individual SLOs for principals.

During the initial SLO conference, the principal and supervisor/evaluator carefully review and discuss the targets proposed by the principal, taking into consideration historical data, prior performance, school or district improvement goals and any known complexity factors. The targets should represent “stretch” goals for students which are both rigorous and attainable. Prior to approval of the SLO, it should be clear to both parties what data will be used to determine how well the target was attained according to the categories described below.

These rule-of-thumb descriptions were written to *facilitate faster scoring, promote consistency among scorers, and maintain a high level of quality*. Given the various ways in which SLO targets may have been written, there is no one way to analyze the results and, therefore, this language should be used as guidance, not firm rules. Evaluators decide which performance level best describes the attainment of the target(s). This decision requires professional judgment including consideration of complexity factors. Ultimately, the evaluator must employ his or her own professional judgment.

**Full Attainment** - This category applies when all or almost all students, or for SLO for subgroups, when all or almost all students in a subgroup met the target(s). Results within a few points or a few percentage points on either side of the target(s) should be considered “Attained”. The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

Results of the SLO indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated notable impact on student learning.

**Partial Attainment** - This category applies when many students, or for SLO for subgroups, when many students in a subgroup met the target(s), but the target(s) was missed by more than a few points or a few percentage points. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).

Results of the SLO indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.

**Insufficient Attainment** - This category applies if a substantial proportion of students did not meet the target(s); the SLO was not met. This category may also apply when results are missing, incomplete, or not able to be scored-

Results of the SLO indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLO(s) or the educator who has not engaged in the process of setting and gathering results for SLOs.

**When multiple pieces of evidence are used, the evaluator should consider:**

-Why was each piece of evidence included?

-Do pieces of evidence overlap and provide multiple measures of the same standards?

*For example, a principal might use a final exam and an additional benchmark or off the shelf assessment as two modes for measuring students’ progress or mastery on a single set of geometry standards. In this case, attainment on one piece of evidence may be sufficient for determining that the SLO was met.*

-Do pieces of evidence supplement each other to capture the full range of standards addressed by the SLO?

*For example, a principal might use a final written exam to measure students’ ability to read and write in a foreign language and an oral exam to measure oral fluency. In this case, students should show attainment across both pieces of evidence for the SLO to be considered met.*

**Determining points awarded for Student Growth portion of evaluation:** After the supervisor has determined the attainment level for the target, the SLO is scored using the calculations below to determine the total number of points awarded toward the student growth portion of the evaluation.

<b><i>Final Rating &amp; Score</i></b>	<b>Choose one:</b>
<b>Total possible points for this SLO*</b>	<b>Insufficient Attainment of Target</b> (33% x total possible points) = _____ <b>pts</b>
_____	<b>Partial Attainment of Target</b> (67% x total possible points) = _____ <b>pts</b>
	<b>Full Attainment of Target</b> (100% of total possible points) = _____ <b>pts</b>

\*In Maryland's model, the total possible points for each SLO are equal and are determined by dividing the total number of SLOs by the total possible points for all SLOs. For example, if SLOs are worth 30 points in the Student Growth portion of the evaluation and a principal has 3 SLOs, the total possible points for each SLO is 10 points.

## **Appendix C1: Determining Principal Professional Practice in the State Principal Evaluation**

This appendix includes the procedural information for completing the Professional Practice section of the State Principal Evaluation Instrument which is to be completed annually for all principals using the state evaluation model. The weighting of the twelve Outcomes allows the principal and the executive officer to adapt the instrument to simultaneously and uniquely meet the programmatic needs of the school and developmental needs of the principal. Recall that by definition in COMAR, “Executive Officer” denotes those individuals who supervise the work of principals. Depending upon system size and organization, Executive Officers could include Superintendents, Assistant Superintendents, Executive Directors, Directors, and similarly titled administrators. The following steps are provided to assist in this process.

Step I	<u>Pre-Planning</u> June-August	Planning should take part by both the principal and the executive officer prior to conducting any Initial Conference. The Executive Officer should prepare by identifying district priority goals for the school, reviewing previous evaluation results, and determining the developmental needs for the principal from the district’s perspective. Using available district/school data and information, along with prior evaluation results, the executive officer should develop an initial sense of the percent weights to be applied to the evaluation outcomes to create the desired performance and developmental changes during the upcoming school year. The Executive Officer should use the weighting of the outcomes to respond to the impact of individual principal and school complexity factors. Additionally, the Executive Officer should consider possible goals for each Outcome and thought should be given as to what evidence of accomplishment the Executive Officer might accept. Simultaneously, the principal, using available district/school data and information, along with the School Improvement Plan and prior evaluation results, should develop possible goals for each Outcome along with possible evidence of accomplishment.
Step II	<u>Initial Conference</u> July - September	During the Initial Conference, both the Principal and the Executive Officer will bring their individual interests to the table. With consideration to relevant complexity factors, the Executive Officer, with principal input, will determine the weight for each Outcome. Every Outcome must have a minimum weight of 2% and may have a maximum weight of 10%; so long as the combined percentage weight of the Twelve Outcomes totals 50%. Working collaboratively, they will address each Outcome and, depending upon percentage weight, determine the appropriate Outcome Goal(s) for the coming year. During this process, the Principal will share, with Executive Officer concurrence, the evidence that will be presented at the end of the year to support Goal attainment and the Executive Officer, with principal input, will determine an acceptable level of goal accomplishment. The conversation that occurs around this process is seen as the most important element of professional development for the principal and when intentionally aligned to school improvement plans and district master plans has the greatest potential for positively impacting district, school, principal, and teacher performance. It is the Executive Officer’s responsibility to ensure that such priority alignments are purposefully crafted into the evaluation instrument and its processes. At the end of the Initial conference, the Goal, Evidence, and Assigned Value columns of the instrument should all be completed.
Step III	<u>Mid-year Conference</u> January - February.	The Mid-year Conference is intended to provide feedback on progress towards target goals identified in the Pre-Conference. Except in the instances of flawed data ill-conceived goals, or egregious error in design judgment, the mid-year conference is not intended to arbitrarily alter targets to facilitate success. It should be used to identify additional supports for reinitiating, maintaining, or accelerating, progress towards goal accomplishment. Within this context, the Executive Officer will review, with the principal, progress towards each of the Professional Practice Outcomes to ascertain potential target accomplishment at the end of the year and to provide further guidance.
Step IV	<u>Evaluation Conference</u> June -July	During the Evaluation Conference, the Executive Officer will review, discuss, and score the Professional Practice portion of the Principal Evaluation Instrument. Using the accompanying Rubric, the Principal shall present evidence of the accomplishment of each Professional Practice Outcome and the Executive Officer, with Principal input, shall determine a rubric score of zero to four. The percent of value associated with each rubric score shall be applied to the weighted assigned value for each Outcome and will result in a Total Score for professional practice of zero to fifty. This Total Professional Practice Score should be entered into the appropriate level of the principal effectiveness rating calculation formula. (Part 3)

# Appendix C2: Sample Calculation – Principal Professional Practice Using the State Evaluation Instrument

The following is an example of determining and calculating a principal’s Professional Practice rating using the Principal Evaluation Instrument, the rubric for the 12 Outcomes, and the suggested computation outlined in the Instrument.

Establishment of scoring parameters for Highly Effective, Effective, and Ineffective will be made at a later date after Student Growth and Professional Practice scores have been calculated. At that time, cutoff scores will be determined,

## The Maryland State Principal Evaluation Instrument Sample

The following instrument and accompanying Rubric are to be used to measure the professional practice of principals. It includes eight instructional outcomes from the MILF and four non-instructional outcomes from the ISLLC Standards. A rubric Rating is applied to each outcome Assigned Value and when combined, results in a score of 0-50%. That score is to be entered into the appropriate level grid of the “Principal Evaluation: Effectiveness Rating” page of this document (see Determining Principal Professional Practice attachment).

<b>Maryland Instructional Leadership Framework Outcome</b>	Value Range	Goals	Evidence	Comments	Assigned Value	Rating					Score
						I	D	E	A	H	
1.0 Facilitate the Development of a School Vision  1.1 There is a written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student 1.2 There is a process for ensuring that all staff and other stakeholders are able to articulate the vision 1.3 There are procedures in place for the periodic, collaborative review of the vision by stakeholders. 1.4 There are resources aligned to support the vision	2% - 10%				2%			.5			1

<p>2.0 Align All Aspects of a School Culture to Student and Adult Learning</p> <ul style="list-style-type: none"> <li>2.1 There is mutual respect, teamwork, and trust in dealings with students, staff, and parents</li> <li>2.2 There are high expectations for all students and teachers in a culture of continuous learning</li> <li>2.3 There is an effective school leadership team</li> <li>2.4 There are effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning</li> <li>2.5 There are opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers</li> </ul>	<p>2% - 10%</p>				<p><b>2%</b></p>			<p>.5</p>			<p><b>1</b></p>
<p>3.0 Monitor the Alignment of Curriculum, Instruction, and Assessment</p> <ul style="list-style-type: none"> <li>3.1 There are ongoing conversations with teachers as to how the Maryland State Common Core Curriculum and/or local curriculum and research-based instructional strategies that are integrated into daily classroom instruction</li> <li>3.2 There are teacher assignments that are rigorous, purposeful, and engaging</li> <li>3.3 There is student work that is appropriately challenging and demonstrates new learning</li> <li>3.4 There are assessments that regularly measure student mastery of the content standards</li> </ul>	<p>2% - 10%</p>				<p><b>5%</b></p>			<p>.5</p>			<p><b>2.5</b></p>

<p>4.0 Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers</p> <p>4.1 There is a process to determine what students are reading, writing, producing, and learning.</p> <p>4.2 There is use of student data and data collected during the observation process to make commendations for improvement in classroom instruction</p> <p>4.3 There is formal feedback during the observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction</p> <p>4.4 There is regular and effective evaluation of teacher performance based on continuous student progress</p> <p>4.5 There is identification and development of potential school leaders</p>	<p>2% - 10%</p>				<p>9%</p>			<p>.5</p>			<p>4.5</p>
<p>5.0 Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction</p> <p>5.1 There are multiple and varied assessments that are collaboratively developed</p> <p>5.2 There are formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction</p> <p>5.3 There are summative assessments that are aligned in format and content with state assessments</p> <p>5.4 There are appropriate interventions for individual students based on results of assessments.</p>	<p>2% - 10%</p>				<p>3%</p>			<p>.5</p>			<p>1.5</p>

<p>6.0 Use Technology and Multiple Sources of Data to Improve Classroom Instruction</p> <p>6.1 There is effective use of appropriate instructional technology by students, staff, and Administration</p> <p>6.2 There is regular use of MSDE website</p> <p>6.3 There is review of disaggregated data by subgroups</p> <p>6.4 There is ongoing root cause analysis of student performance that drives instructional decision making</p> <p>6.5 There is regular collaboration among teachers on analyzing student work.</p>	<p>2% - 10%</p>				<p>3%</p>			<p>.5</p>			<p>1.5</p>
<p>7.0 Provide Staff with Focused, Sustained, Research-based Professional Development</p> <p>7.1 There is results-driven professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals</p> <p>7.2 There are opportunities for teachers to engage in collaborative planning and critical reflection that is embedded within the regular school day</p> <p>7.3 There is differentiated professional development according to career stages, needs of staff, and student performance</p> <p>7.4 There is personal involvement in professional development activities</p> <p>7.5 There is professional development aligned with the Maryland Teacher Professional Development Standards</p>	<p>2% - 10%</p>				<p>4%</p>			<p>.5</p>			<p>2</p>

<p>8.0 Engage All Community Stakeholders in a Shared Responsibility for Student and School Success</p> <p>8.1 There are opportunities for teachers to engage in collaborative planning and critical reflection that is embedded within the regular school day</p> <p>8.2 There are parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children to learn</p> <p>8.3 There are parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children to learn</p> <p>8.4 There are parents and caregivers who are active members of the school improvement process</p> <p>8.5 There are community stakeholders and school partners who readily participate in school life</p>	<p>2% - 10%</p>				<p>2%</p>			<p>.5</p>			<p>1</p>
<p><b>Communications, Management, and Ethics</b></p>	<p>Value Range</p>				<p>Assigned Value</p>	<p>I</p>	<p>D</p>	<p>E</p>	<p>A</p>	<p>H</p>	<p>Score</p>
<p>9.0 Manage and Administer the School Operations and Budget in an Effective and Efficient Manner</p> <p>There is a Leader who:</p> <p>9.1 Uses public resources and funds appropriately and wisely</p> <p>9.2 Manages financial and material resources in an effective, equitable, and strategic manner</p> <p>9.3 Facilitates hiring, assigning, and supervising of all personnel employed at the school</p> <p>9.4 Uses a variety of performance data to recommend personnel for promotion, change of assignment, reclassification, or dismissal</p> <p>9.5 Coordinates the management of the school plant</p> <p>9.6 Creates processes and a schedule that maximizes time for instruction and collaboration</p> <p>9.7 Ensures the maintenance and accuracy of all school records</p>	<p>2% - 10%</p>				<p>7%</p>			<p>.5</p>			<p>3.5</p>

<p>10.0 Communicate Effectively in a Variety of Situations and Circumstances with Diverse Audiences There is a Leader who:</p> <ul style="list-style-type: none"> <li>10.1 Strives to keep the community aware of school programs and shares important data and information with the school community</li> <li>10.2 Facilitates adequate information and systems for the continuous safety of the school community</li> <li>10.3 Responds appropriately and in a timely manner regarding school, family, and community concerns, expectations, and needs</li> <li>10.4 Communicates and interacts professionally and positively with members of the school Community</li> <li>10.5 Demonstrates appreciation of diversity and promotes sensitivity to student and staff needs.</li> <li>10.6 Utilizes effective problem solving strategies for resolving conflict and building consensus</li> <li>10.7 Develops and nurtures effective media relationships</li> </ul>	<p>2% - 10%</p>				<p>5%</p>		<p>.5</p>		<p>2.5</p>
<p>11.0 Understand, Respond to, and Help influence the Political, Social, Economic, Legal, and Cultural Context of the School Community There is a Leader who:</p> <ul style="list-style-type: none"> <li>11.1 Models the core beliefs of the system and the school</li> <li>11.2 Aligns actions to the vision of the school</li> <li>11.3 Develops positive relationships with community leaders and fosters a climate that invites community members to donate time, expertise, and resources</li> <li>11.4 Promotes positive feelings about the school, the system, and public education</li> <li>11.5 Recognizes and celebrates the contributions of all school community members</li> </ul>	<p>2% - 10%</p>				<p>3%</p>		<p>.5</p>		<p>1.5</p>

<p>12.0 Develop and Promote the Success of Every Student and Teacher by Acting Within a Framework of Integrity, Fairness, and Ethics</p> <p>There is a Leader who:</p> <p>12.1 Defines, fosters, models, and supports a high level of professional performance and growth for administrative, instructional and support staff.</p> <p>12.2 Maintains confidentiality when dealing with staff, students, services, and records</p> <p>12.3 Follows established legal practices, board policy, negotiated agreements and system procedures and technologies</p> <p>12.4 Models and enforces responsible and professional use of communication</p>	<p>2% - 10%</p>				<p>5%</p>			<p>.5</p>		<p>2.5</p>
					<p>50 <i>(Must equal 50%)</i></p>	<p><b>Total Score</b></p>			<p>25.0</p>	

## Principal Evaluation: Professional Practice Scoring Rubric

The scores for each of the twelve measures of Professional Practice are a result of the degree of goal accomplishment as demonstrated by evidence in support of each of the goals. As part of the evaluation cycle, goals were established by the evaluator and the principal during the conference which occurs prior to or at the start of the school year in year one of a cycle.

Ineffective (I)	Developing (D)	Effective (E)	Approaching Highly Effective (A)	Highly Effective (H)
Evidence of regression or no evidence of progress towards individual goal attainment	Evidence of regression or minimal progress towards some individual goal attainment	Evidence of some, but not all, individual goal attainment	Evidence of goal attainment on most individual goals	Evidence that all goals were attained
Evidence of regression or no evidence of progress towards collective goal attainment	Evidence of regression or minimal progress towards collective goal attainment	Evidence of partial attainment of all individual goals	Evidence that collectively, most goals attained	Evidence that critical goals were attained
Inconclusive evidence to support goal attainment	Inconclusive evidence to support goal attainment	Partially conclusive evidence to support goal attainment	Conclusive evidence to support goal attainment	Highly conclusive evidence to support goal attainment
Evidence does not correlate with individual goal attainment	Evidence minimally correlates with individual goal attainment	Evidence partially correlates with individual goal attainment	Majority of evidence correlates with goal attainment	All evidence highly correlates with individual goal attainment
Evidence does not correlate with collective goal attainment	Evidence minimally correlates with collective goal attainment	Evidence partially correlates with collective goal attainment	Majority of evidence correlates with collective goal attainment	All evidence highly correlates with collective goal attainment
No goal attainment	Partial goal attainment	Average goal attainment	Majority goal attainment	Full goal attainment

The percent credit for each attainment rubric score is: **I= 0%**; **D=25%**; **E=50%**; **A=75%**; **H=100%**; **this percentage is placed in the appropriate rating column.** The percent credit is applied to the agreed upon weighted (2%-10%) value of each of the twelve practices; resulting in a numerical score for each practice. The twelve numerical scores are combined to create a cumulative Professional Practice score between zero and fifty.

See Appendix C: Determining Principal Professional Practice

### Part 3: Calculating Principal Effectiveness

Determining a cumulative score for a Principal:

<b>Level</b>	<b>MSA Math (1-10)</b>	+	<b>MSA Reading (1-10)</b>	+	<b>SPI (1-10)</b>	+	<b>SLO (1-20)</b>	+	<b>Professional Practice (0-50)</b>	=	<b>Total Score (4-100)</b>
<i>Elementary/Middle School</i>	<i>TBD</i>		<i>TBD</i>		<i>TBD</i>		<i>TBD</i>		<i>25</i>		<i>TBD</i>
<b>Level</b>					<b>SPI (1-15)</b>	+	<b>SLO (1-35)</b>	+	<b>Professional Practice (0-50)</b>	=	<b>Total Score (2-100)</b>
<i>High School</i>					<i>TBD</i>		<i>TBD</i>		<i>25</i>		<i>TBD</i>
<b>Level</b>					<b>SPI (1-15)</b>	+	<b>SLO (1-35)</b>	+	<b>Professional Practice (0-50)</b>	=	<b>Total Score (2-100)</b>
<i>Other Schools</i>					<i>TBD</i>		<i>TBD</i>		<i>25</i>		<i>TBD</i>

Determining a final rating for the principal:

<u>Total Score</u>	Highly Effective: <u>TBD</u> to One Hundred (100) Effective : <u>TBD</u> to <u>TBD</u> Ineffective : Zero (0) to <u>TBD</u>	Check One _____ _____ _____
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