Texas Principal Evaluation System

The principal evaluation rubric was developed by a Steering Committee of educators from the state of Texas that included school-level and district-level leaders, university leadership development program directors, and representatives from the Texas Education Agency in collaboration with McREL International field consultants and researchers.

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Texas Principal Evaluation System

Principal Self-assessment

Name:	**Date:**
TEA ID #:	**District E-mail:**
School:	**School Year:**
Position:	**Assignment:**
Appraiser:	**Appraiser Title(s):**

Each year principals should assess their own performance using the principal evaluation rubric. This self-assessment will serve as the basis for establishing professional growth goals. To complete this form, begin in the *Developing* column. If the practices listed in the *Developing* column describes the principal's performance throughout the year, mark the box beside the practice. Continue to work down the column of *Developing* practices. Continue this process through the *Proficient*, *Accomplished*, and *Distinguished* categories for each indicator within the principal evaluation rubric. If no practices can be checked at this time, make a comment in the *Not Demonstrated / Needs Improvement* column. If practices in the *Distinguished* column are marked, provide an explanatory comment.

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Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	☐ Monitors the fidelity of curriculum implementation ☐ Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	☐ Has a clearly defined plan for implementing the district approved curriculum ☐ Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	☐ Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	Comment Required:
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	☐ Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas . . . and	☐ Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement . . . and	☐ Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning . . . and	

Appraiser Comments:

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Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community	☐ Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies	☐ Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom ☐ Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom	☐ Understands and articulates the adopted model of instructional planning and delivery	Comment Required:
☐ Leverages professional development, and research-based strategies to increase the collective efficacy of teachers and staff	☐ Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement ☐ Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement and other applicable data sources . . . and	☐ Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery ☐ Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and address findings from multiple data sources . . . and	☐ Is knowledgeable about research on effective instructional practices and their impact on student achievement . . . and	
Appraiser Comments:				

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Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students	☐ Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement	☐ Works collaboratively with teachers and staff to assess the impact of effective programs and interventions on student learning and achievement	☐ Understands and articulates the impact of school-level practices on student learning and achievement	Comment Required:
	☐ Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students . . . and	☐ Utilizes a variety of district-approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students . . . and	☐ Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students . . . and	
Appraiser Comments:				

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Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops relationships with parents/guardians and the community to improve good will and trust in the schools ability to close achievement gaps	☐ Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	☐ Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	☐ Understands and articulates a clear meaning of equity within the school community	Comment Required:
☐ Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	☐ Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	☐ Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	☐ Models and promotes high expectations for all students student sub-groups and staff	
	☐ Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups . . . and	☐ Analyzes relevant data and ensures that available resources are appropriated and align with school improvement priorities to maximize achievement growth for all students . . . and	☐ Understands and articulates the learning and social-emotional needs of student groups within the school community . . . and	
Appraiser Comments:				

STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Leadership teams
- Use of research-based school and classroom practices
- Campus master schedule
- Formative and summative assessments
- Education plans for identified sub-populations
- Stakeholder surveys
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Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.				
Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development	☐ Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission	☐ Has a concise plan and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals	☐ Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members	Comment Required:
	☐ Establishes a culture of high performance that supports teacher retention	☐ Uses approved district processes to screen, interview and hire a diverse staff that is representative of the vision of the school and meets students' needs ☐ Implements and manages district personnel policies in a fair and equitable manner	☐ Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources	
	. . . and	☐ Utilizes organizational resources to effectively manage human capital . . . and	☐ Is aware of organizational resources and understands the necessity of managing human capital . . . and	
Appraiser Comments:				

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Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages observational and hands-on experiences for teachers that meet staff development needs and ensure expected performance improvement outcomes are met	☐ Uses performance and goal setting data to encourage and challenge staff to reflect on, and define, the knowledge, skills, and concepts are essential to the complete educational development of all students	☐ Routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement	☐ Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	Comment Required:
☐ Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	☐ Supports and encourages systematic feedback among teachers and staff ☐ Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school . . . and	☐ Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities . . . and	☐ Involves campus committees and/or leadership teams in identifying needs for campus professional development . . . and	
Appraiser Comments:				

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Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Supports teachers and staff to accept leadership responsibilities outside of the school building	☐ Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development	☐ Has a defined process for supporting and modeling leadership development and decision-making activities for teachers and staff members ☐ Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles . . . and	☐ Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school .. . and	Comment Required:
Appraiser Comments:				

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Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Maintains a culture where teacher performance evaluations align with student academic growth and development	☐ Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve instructional practice	☐ Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	☐ Adheres to legal requirements for teacher and staff evaluation	Comment Required:
	. . . and	☐ Accurately analyzes multiple sources of teacher performance data and makes fair and accurate determinations aligned with state statue and district policy governing teacher evaluation . . . and	☐ Implements district and state evaluation policies in a fair and equitable manner. Understands and articulates the importance of providing clear expectations of performance for teachers and staff . . . and	
Appraiser Comments:				

STANDARD 2: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Teacher retention data
- Teacher professional growth plans
- Site professional development plan
- National Board Certified Teachers
- Stakeholder surveys
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Standard 3 – *Executive Leadership*: The principal models personal responsibility and a relentless focus on improving student outcomes.				
Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Maintains a culture in which teachers and staff encourage and support each other during challenging times	☐ Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	☐ Empowers the school staff to take ownership of the continuous improvement process	☐ Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	Comment Required:
☐ Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	☐ Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	☐ Inspires teachers by including them in the development of a strategic goal setting process ☐ Encourages teachers and staff to accomplish school goals	☐ Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting	
☐ Is the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	☐ Creates and uses a transition team during times of change to assist individuals with new ways of doing things . . . and	☐ Adapts leadership style to the needs of individual teachers and staff struggling with change . . . and	☐ Understands and articulates how change initiatives can be perceived differently by different stakeholders . . . and	
Appraiser Comments:				

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Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops and refines structures to gather feedback and data from educational stakeholders	☐ Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	☐ Incorporates performance feedback from supervisors; attends district-mandated professional development and makes changes to practices	☐ Understands the importance of performance feedback from supervisors in the context of personal and school improvement	Comment Required:
☐ Serves as a role model for continuous improvement in professional practice among colleagues	☐ Actively seeks out individual growth and professional development opportunities . . . and	. . . and	. . . and	
Appraiser Comments:				

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Indicator 3C: The principal communicates with all audiences and develops productive relationships.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district	☐ Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication	☐ Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community ☐ Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community	☐ Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	Comment Required:
	☐ Monitors to improve systems designed to encourage and build community relationships, in a manner that fosters respect, outreach, and community engagement . . . and	☐ Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision making process of the school . . . and	☐ Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups ☐ Is accessible to all stakeholder groups . . . and	
Appraiser Comments:				

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Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Actively leads in the development of district goals and initiatives for improving achievement of all students	☐ Models ethical behavior by educating the larger community	☐ Develops and implements staff trainings on policies and procedures related to ethical behavior ☐ Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators ☐ Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	Comment Required:
	☐ Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	☐ Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	☐ Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	☐ Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum . . . and	☐ Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, and physical needs . . . and	☐ Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students . . . and	
Appraiser Comments:				

STANDARD 3: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Campus leadership teams
- Stakeholder surveys
- Visioning documents
- Staff professional development plan
- Teacher retention data
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Standard 4 – *School Culture*: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.				
Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement ☐ Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners	☐ Is the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement ☐ Maintains a culture of continuous improvement in the school which guides the interventions/enrichment / outcomes for every student and staff member	☐ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement ☐ Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement	☐ Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school	Comment Required:
☐ Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how we do business	☐ Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) . . . and	☐ Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions . . . and	☐ Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school . . . and	
NOTE: SBDM: Site-based Decision Making				
Appraiser Comments:				

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Indicator 4B: The principal establishes, reinforces and monitors clear expectations for adult, staff and student conduct, including social and emotional supports.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Engage stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, routines, and interventions to advocate for positive impact in the school community	☐ Collaborates with campus leadership to systematically monitor compliance of clear structures, rules, procedures, routines, and interventions for student and adult behavior that maximize opportunities for all students to learn . . . and	☐ Communicates clear structures, rules, procedures, routines, and interventions for student and staff behavior that maximize opportunities for all students to learn . . . and	☐ Understands and can explain the importance of clear expectations, structures, rules, and procedures for students and staff to follow . . . and	Comment Required:
Appraiser Comments:				

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Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	☐ Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	☐ Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	☐ Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	Comment Required:
☐ Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	☐ Utilizes the culturally responsive needs and positive traditions of the school and community to drive higher levels of student achievement . . . and	☐ Identifies the culturally responsive needs and positive, traditions of the school and community . . . and	☐ Understands and can explain the importance of cultural perspective in the school and community . . . and	
Appraiser Comments:				

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Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages capacity by building teams of community members to participate in and advocate for the school's safe environment	☐ Leverages capacity by building teams of staff to lead and manage components of school safety procedures …and	☐ Reviews, analyzes, and implements school safety initiatives based on school data to ensure an environment conducive to learning …and	☐ Understands and implements district policies and procedures regarding school safety …and	Comment Required:
Appraiser Comments:				

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Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages campus and district student support systems including parents/guardians to sustain and strengthen the confidence in the school's ability minimize student discipline issues in order to best serve the educational needs of all students	☐ Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classroom and across the campus …and	☐ Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students …and	☐ Understands and implements district policies and procedures regarding student discipline …and	Comment Required:
Appraiser Comments:				

STANDARD 4: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student discipline data
- Teacher turnover data
- School safety plan
- Stakeholder surveys
- Community partnerships
- Stakeholder engagement activities
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Standard 5 – *Strategic Operations:* The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.				
Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages high, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	☐ Systematically monitors, evaluates, and refines goals, targets and strategies through data analysis	☐ Implements change initiatives that are aligned with the schools goals, targets, and improvement strategies	☐ Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	Comment Required:
	☐ Systematically and clearly communicate the progress toward achieving goals to all members of the school community . . . and	☐ Maintains a consistent focus on the school and classroom influences that effect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school . . . and	☐ Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement . . . and	
Appraiser Comments:				

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Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	☐ Systematically monitors the effect of the master schedule on teacher planning and student achievement	☐ Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	☐ Designs school schedules and calendars that address the learning needs of diverse student populations	Comment Required:
☐ Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	☐ Through a critical analysis of school and classroom data, policies, practices, and procedures are implemented that maximize the use of instructional time …and	☐ Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs …and	☐ Ensures adherence to all legal and policy requirements for teacher planning and professional development …and	
Appraiser Comments:				

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Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Designs structures and processes that enable shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	☐ Implements processes and procedures that ensure the long-term viability of effective programs and practices	☐ Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development of faculty and staff	☐ Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	Comment Required:
	☐ Analyzes school improvement data in to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students . . . and	☐ Seeks human, fiscal and technological resources necessary to perform their duties and maximize outcomes for all students . . . and	☐ Is knowledgeable about the school budget and accounting procedures . . . and	
Appraiser Comments:				

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Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	☐ Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement	☐ Implements district initiatives directed at improving student achievement	☐ Understands and can explain district goals and initiatives directed at improving student achievement	Comment Required:
	…and	☐ Collaborates with administrative colleagues to share best practices related to district goals and initiatives ☐ Seeks internal and external opportunities to secure resources in support of the school's academic program …and	☐ Openly and effectively communicates between and within school and district administration ☐ Is a strong advocate for the school and the school academic program with school district, parents/guardians, and the school community …and	
Appraiser Comments:				

STANDARD 5: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- School financial information
- Master school schedule with instructional times
- Visioning documents
- Staff professional development plan
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Texas Principal Evaluation System

Principal Evaluation Rubric

Name:	**Date:**
TEA ID#:	**District E-mail:**
School:	**School Year:**
Position:	**Assignment:**
Appraiser:	**Appraiser Title(s):**

Appraisers will use this rubric to complete their assessment of the principals' performance during the year. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal. To complete this form, begin in the *Developing* column. If the practices listed in the *Developing* column describes the principal's performance throughout the year, mark the box beside the practice. Continue to work down the column of *Developing* practices. Continue this process through the *Proficient*, *Accomplished*, and *Distinguished* categories for each indicator within the principal evaluation rubric. If no practices can be checked at this time, make a comment in the *Not Demonstrated / Needs Improvement* column. If practices in the *Distinguished* column are marked, provide an explanatory comment.

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Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	☐ Monitors the fidelity of curriculum implementation ☐ Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	☐ Has a clearly defined plan for implementing the district approved curriculum ☐ Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	☐ Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	Comment Required:
☐ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	☐ Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas . . . and	☐ Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement. . . and	☐ Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning . . . and	
Appraiser Comments:				

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Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community	☐ Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies	☐ Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom ☐ Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom	☐ Understands and articulates the adopted model of instructional planning and delivery	Comment Required:
☐ Leverages professional development, and research-based strategies to increase the collective efficacy of teachers and staff	☐ Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement ☐ Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources . . . and	☐ Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery ☐ Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and address findings from multiple data sources . . . and	☐ Is knowledgeable about research on effective instructional practices and their impact on student achievement . . . and	
Appraiser Comments:				

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Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students	☐ Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement	☐ Works collaboratively with teachers and staff to assess the impact of effective programs and interventions on student learning and achievement	☐ Understands and articulates the impact of school-level practices on student learning and achievement	Comment Required:
	☐ Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students . . . and	☐ Utilizes a variety of district-approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students . . . and	☐ Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students . . . and	
Appraiser Comments:				

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Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops relationships with parents/guardians and the community to improve good will and trust in the schools ability to close achievement gaps	☐ Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	☐ Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	☐ Understands and articulates a clear meaning of equity within the school community	Comment Required:
☐ Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	☐ Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	☐ Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	☐ Models and promotes high expectations for all students student sub-groups and staff	
	☐ Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups . . . and	☐ Analyzes relevant data and ensures that available resources are appropriated and align with school improvement priorities to maximize achievement growth for all students . . and	☐ Understands and articulates the learning and social/emotional needs of student groups within the school community . . . and	
Appraiser Comments:				

STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Leadership teams
- Use of research-based school and classroom practices
- Campus master schedule
- Formative and summative assessments
- Education plans for identified sub-populations
- Stakeholder surveys
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Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.				
Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development	☐ Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission	☐ Has a concise plan and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals	☐ Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members	Comment Required:
	☐ Establishes a culture of high performance that supports teacher retention	☐ Uses approved district processes to screen, interview and hire a diverse staff that is representative of the vision of the school and meets students' needs ☐ Implements and manages district personnel policies in a fair and equitable manner	☐ Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources	
	. . . and	☐ Utilizes organizational resources to effectively manage human capital . . . and	☐ Is aware of organizational resources and understands the necessity of managing human capital . . . and	
Appraiser Comments:				

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Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages observational and hands-on experiences for teachers that meet staff development needs and ensure expected performance improvement outcomes are met	☐ Uses performance and goal setting data to encourage and challenge staff to reflect on, and define, the knowledge, skills, and concepts are essential to the complete educational development of all students	☐ Routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement	☐ Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	Comment Required:
☐ Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	☐ Supports and encourages systematic feedback among teachers and staff ☐ Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school . . . and	☐ Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities . . . and	☐ Involves campus committees and/or leadership teams in identifying needs for campus professional development . . . and	
Appraiser Comments:				

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Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Supports teachers and staff to accept leadership responsibilities outside of the school building	☐ Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development . . . and	☐ Has a defined process for supporting and modeling leadership development and decision-making activities for teachers and staff members ☐ Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles . . . and	☐ Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school . . . and	Comment Required:
Appraiser Comments:				

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Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Maintains a culture where teacher performance evaluations align with student academic growth and development	☐ Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve instructional practice	☐ Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	☐ Adheres to legal requirements for teacher and staff evaluation	Comment Required:
	. . . and	☐ Accurately analyzes multiple sources of teacher performance data and makes fair and accurate determinations aligned with state statue and district policy governing teacher evaluation . . and	☐ Implements district and state evaluation policies in a fair and equitable manner Understands and articulates the importance of providing clear expectations of performance for teachers and staff . . . and	
Appraiser Comments:				

STANDARD 2: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Teacher retention data
- Teacher professional growth plans
- Site professional development plan
- National Board Certified Teachers
- Stakeholder surveys
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Standard 3 – *Executive Leadership*: The principal models personal responsibility and a relentless focus on improving student outcomes.				
Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Maintains a culture in which teachers and staff encourage and support each other during challenging times	☐ Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	☐ Empowers the school staff to take ownership of the continuous improvement process	☐ Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	Comment Required:
☐ Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	☐ Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	☐ Inspires teachers by including them in the development of a strategic goal setting process ☐ Encourages teachers and staff to accomplish school goals	☐ Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting	
☐ Is the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	☐ Creates and uses a transition team during times of change to assist individuals with new ways of doing things . . . and	☐ Adapts leadership style to the needs of individual teachers and staff struggling with change . . . and	☐ Understands and articulates how change initiatives can be perceived differently by different stakeholders . . . and	
Appraiser Comments:				

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Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops and refines structures to gather feedback and data from educational stakeholders	☐ Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	☐ Incorporates performance feedback from supervisors; attends district-mandated professional development and makes changes to practices	☐ Understands the importance of performance feedback from supervisors in the context of personal and school improvement	Comment Required:
☐ Serves as a role model for continuous improvement in professional practice among colleagues	☐ Actively seeks out individual growth and professional development opportunities . . . and	. . . and	. . . and	
Appraiser Comments:				

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Indicator 3C: The principal communicates with all audiences and develops productive relationships.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district	☐ Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication	☐ Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community ☐ Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community	☐ Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	Comment Required:
	☐ Monitors to improve systems designed to encourage and build community relationships , in a manner that fosters respect, outreach, and community engagement . . . and	☐ Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision making process of the school . . . and	☐ Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups ☐ Is accessible to all stakeholder groups . . . and	
Appraiser Comments:				

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Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Actively leads in the development of district goals and initiatives for improving achievement of all students	☐ Models ethical behavior by educating the larger community	☐ Develops and implements staff trainings on policies and procedures related to ethical behavior ☐ Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	☐ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators ☐ Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	Comment Required:
	☐ Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	☐ Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	☐ Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	☐ Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum . . . and	☐ Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, and physical needs . . . and	☐ Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students . . . and	
Appraiser Comments:				

STANDARD 3: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Campus leadership teams
- Stakeholder surveys
- Visioning documents
- Staff professional development plan
- Teacher retention data
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Standard 4 – *School Culture*: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.				
Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement ☐ Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners	☐ Is the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement ☐ Maintains a culture of continuous improvement in the school which guides the interventions/enrichment / outcomes for every student and staff member	☐ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement ☐ Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement	☐ Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school	Comment Required:
☐ Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how we do business	☐ Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) . . . and	☐ Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions . . . and	☐ Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school . . . and	
NOTE: SBDM: Site-based Decision Making				
Appraiser Comments:				

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Indicator 4B: The principal establishes, reinforces and monitors clear expectations for adult, staff and student conduct, including social and emotional supports.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Engage stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, routines, and interventions to advocate for positive impact in the school community	☐ Collaborates with campus leadership to systematically monitor compliance of clear structures, rules, procedures, routines, and interventions for student and adult behavior that maximize opportunities for all students to learn . . . and	☐ Communicates clear structures, rules, procedures, routines, and interventions for student and staff behavior that maximize opportunities for all students to learn . . . and	☐ Understands and can explain the importance of clear expectations, structures, rules, and procedures for students and staff to follow . . . and	Comment Required:
Appraiser Comments:				

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Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	☐ Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	☐ Creates systems and processes that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success	☐ Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	Comment Required:
☐ Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	☐ Utilizes the culturally responsive needs and positive traditions of the school and community to drive higher levels of student achievement . . . and	☐ Identifies the culturally responsive needs and positive, traditions of the school and community . . . and	☐ Understands and can explain the importance of cultural perspective in the school and community . . . and	
Appraiser Comments:				

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Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages capacity by building teams of community members to participate in and advocate for the school's safe environment	☐ Leverages capacity by building teams of staff to lead and manage components of school safety procedures …and	☐ Reviews, analyzes, and implements school safety initiatives based on school data to ensure an environment conducive to learning …and	☐ Understands and implements district policies and procedures regarding school safety …and	Comment Required:
Appraiser Comments:				

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Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages campus and district student support systems including parents/guardians to sustain and strengthen the confidence in the school's ability minimize student discipline issues in order to best serve the educational needs of all students	☐ Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classroom and across the campus …and	☐ Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students …and	☐ Understands and implements district policies and procedures regarding student discipline …and	Comment Required:
Appraiser Comments:				

STANDARD 4: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student discipline data
- Teacher turnover data
- School safety plan
- Stakeholder surveys
- Community partnerships
- Stakeholder engagement activities
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Standard 5 – *Strategic Operations:* The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.				
Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Leverages high, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	☐ Systematically monitors, evaluates, and refines goals, targets and strategies through data analysis	☐ Implements change initiatives that are aligned with the schools goals, targets, and improvement strategies	☐ Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	Comment Required:
	☐ Systematically and clearly communicate the progress toward achieving goals to all members of the school community . . . and	☐ Maintains a consistent focus on the school and classroom influences that effect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school . . . and	☐ Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement . . . and	
Appraiser Comments:				

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Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	☐ Systematically monitors the effect of the master schedule on teacher planning and student achievement	☐ Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	☐ Designs school schedules and calendars that address the learning needs of diverse student populations	Comment Required:
☐ Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	☐ Through a critical analysis of school and classroom data, policies, practices, and procedures are implemented that maximize the use of instructional time …and	☐ Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs …and	☐ Ensures adherence to all legal and policy requirements for teacher planning and professional development …and	
Appraiser Comments:				

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Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Designs structures and processes that enable shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	☐ Implements processes and procedures that ensure the long-term viability of effective programs and practices	☐ Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development of faculty and staff	☐ Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	Comment Required:
	☐ Analyzes school improvement data in to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students . . . and	☐ Seeks human, fiscal and technological resources necessary to perform their duties and maximize outcomes for all students . . . and	☐ Is knowledgeable about the school budget and accounting procedures . . . and	
Appraiser Comments:				

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Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Not Demonstrated Needs Improvement**
☐ Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	☐ Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement	☐ Implements district initiatives directed at improving student achievement	☐ Understands and can explain district goals and initiatives directed at improving student achievement	Comment Required:
	…and	☐ Collaborates with administrative colleagues to share best practices related to district goals and initiatives ☐ Seeks internal and external opportunities to secure resources in support of the school's academic program …and	☐ Openly and effectively communicates between and within school and district administration ☐ Is a strong advocate for the school and the school academic program with school district, parents/guardians, and the school community …and	
Appraiser Comments:				

STANDARD 5: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- School financial information
- Master school schedule with instructional times
- Visioning documents
- Staff professional development plan
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Principal Signature:	**Date:**
Appraiser Signature:	**Date:**
Principal Comment Attached: Yes ☐ No ☐ If comments are attached: Appraiser Signature:	Date:

The Principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the Principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according the state and local policy for the evaluation process.

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Texas Principal Evaluation System

Principal Professional Development Plan

Name:	**Date:**
TEA ID#:	**District E-mail:**
School:	**School Year:**
Position:	**Assignment:**
Appraiser:	**Appraiser Title(s):**

There are three sections of the Principal Professional Development Plan. The first section, Beginning-of-year: Goal Setting, may be completed by the principal following the self-assessment process. The goal, as well as activities, outcomes, and timeline, will be reviewed by the principal and his/her appraiser at the Pre-evaluation Conference. Each principal must establish at least one (1) goal. The second section, Mid-year Review: Progress toward Goal Attainment, should be completed during the Mid-year Conference. The third section, End-of-year: Goal Attainment, should be completed during the Final Conference and Goal Setting Meeting. The principal will use information from the Professional Development Plan and the Summary Rating Form to determine goals for the next school year. The principal will use this Professional Development Plan to draft goals for the following school year.

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Beginning-of-year: Goal Setting

Instructions: Principals should use their campus improvement plan and their self-assessment to determine a goal for the current school year. Principals should include the leadership standards/indicators to be addressed, utilized, and improved upon in order to achieve the goal. The strategies and actions to be taken over the course of the year should be outline in the goal plan, along with the expected outcomes, timeline for achievement, and the resources needed for attainment. This goal should be reviewed and modified with the appraiser during the pre-evaluation conference.

Goal:				
Leadership Standard(s) and Indicator(s) to be Addressed	**Strategies and Actions**	**Expected Measurable Outcomes**	**Timeline for Achieving Goal**	**Resources Needed**
Appraiser Comments:				

Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

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Mid-year: Progress toward Goal Attainment

Instructions: During the Mid-year Conference, the principal and appraiser should meet to discuss progress toward goal attainment. The appraiser should indicate whether the principal is progressing or not progressing toward attainment and include a narrative of evidence of progress and/or revise the plan if necessary. The appraiser should use this form to include any relevant feedback and comments that will assist the principal and promote growth. If the principal needs to include comments, use the box below to indicate that comments are included and attached.

Goal:	☐ **Progressing** ☐ **Not Progressing**
Evidence of Progress:	
Revised Plan (if necessary):	
Appraiser Comments:	
Principal comment attached: Yes ☐ No ☐ If comments are attached: Appraiser Signature:	Date:
Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

The Principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the Principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according the state and local policy for the evaluation process.

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End-of-year: Goal Attainment

Instructions: During the Final Conference and Goal Setting Meeting, the principal and appraiser should meet to discuss the Summary Ratings and review the goal. The appraiser should use the End-of-year: Goal Attainment form to indicate whether the principal achieved or did not achieve the established goal and provide a narrative of evidence of completion. The appraiser should use this form to include any relevant feedback and comments that will assist the principal and facilitate growth. If the principal needs to include comments, use the box below to indicate that comments are included and attached.

Goal:				☐ **Goal Achieved** ☐ **Goal Not Achieved**
○ **Significantly Exceeded Expectations**	○ **Exceeded Expectations**	○ **Attained**	○ **Progressing**	○ **Not Progressing**
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.
Evidence of Completion:				
Appraiser Comments:				

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Principal comment attached: Yes ☐ No ☐ If comments are attached: Appraiser Signature:	Date:
Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

The Principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the Principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according the state and local policy for the evaluation process.

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Texas Principal Evaluation System

Principal Summary Rating Form

Name:	**Date:**
TEA ID #:	**District E-mail:**
School:	**School Year:**
Position:	**Assignment:**
Appraiser:	**Appraiser Title(s):**

The Summary Rating Form is to be jointly completed by the principal and the appraiser during the Final Evaluation and Goal Setting Conference conducted at the end of the year. A final rating should be given for each indicator and a final overall rating should be given for each standard. The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation. The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the principal toward continued growth.

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Standard 1 – *Instructional Leadership:* The principal is responsible for ensuring every student receives high-quality instruction.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	☐	☐	☐	☐	☐
b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	☐	☐	☐	☐	☐
c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	☐	☐	☐	☐	☐
d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	☐	☐	☐	☐	☐
OVERALL Rating for Standard 1	☐	☐	☐	☐	☐

Comments:

Recommended actions for improvement:

Resources need to complete the actions for improvement:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Student achievement and testing data
- ☐ Leadership teams
- ☐ Use of research-based school and classroom practices
- ☐ Campus master schedule
- ☐ Formative and summative assessments
- ☐ Education plans for identified sub-populations
- ☐ Stakeholder surveys
- ☐
- ☐
- ☐

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Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.	☐	☐	☐	☐	☐
b. The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	☐	☐	☐	☐	☐
c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.	☐	☐	☐	☐	☐
d. The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.	☐	☐	☐	☐	☐
OVERALL Rating for Standard 2	☐	☐	☐	☐	☐

Comments:

Recommended actions for improvement:

Resources need to complete the actions for improvement:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Student achievement and testing data
- ☐ Teacher retention data
- ☐ Teacher professional growth plans
- ☐ Site professional development plan
- ☐ National Board Certified Teachers
- ☐ Stakeholder surveys
- ☐
- ☐
- ☐

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Standard 3 – *Executive Leadership*: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.	☐	☐	☐	☐	☐
b. The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.	☐	☐	☐	☐	☐
c. The principal communicates with all audiences and develops productive relationships.	☐	☐	☐	☐	☐
d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.	☐	☐	☐	☐	☐
OVERALL Rating for Standard 3	☐	☐	☐	☐	☐

Comments:

Recommended actions for improvement:

Resources need to complete the actions for improvement:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Campus leadership teams
- ☐ Stakeholder surveys
- ☐ Student achievement and testing data
- ☐ Visioning documents
- ☐ Staff professional development plan
- ☐ Teacher retention data
- ☐
- ☐

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Standard 4 – *School Culture*: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.	☐	☐	☐	☐	☐
b. The principal establishes, reinforces and monitors clear expectations for adult, staff and student conduct, including social and emotional supports.	☐	☐	☐	☐	☐
c. The principal purposefully engages families and community members in meaningful student learning experiences.	☐	☐	☐	☐	☐
d. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.	☐	☐	☐	☐	☐
e. **The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.**	☐	☐	☐	☐	☐
OVERALL Rating for Standard 4	☐	☐	☐	☐	☐

Comments:

Recommended actions for improvement:

Resources need to complete the actions for improvement:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ Student discipline data
- ☐ Teacher turnover data
- ☐ School safety plan
- ☐ Stakeholder surveys
- ☐ Community partnerships
- ☐ Stakeholder engagement activities
- ☐
- ☐
- ☐

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Standard 5 – *Strategic Operations:* The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.	☐	☐	☐	☐	☐
b. Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.	☐	☐	☐	☐	☐
c. Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.	☐	☐	☐	☐	☐
d. Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.	☐	☐	☐	☐	☐
OVERALL Rating for Standard 5	☐	☐	☐	☐	☐

Comments:

Recommended actions for improvement:

Resources need to complete the actions for improvement:

Evidence of documentation that may be used to support ratings:

- ☐ Campus Improvement Plan
- ☐ School financial information
- ☐ Master school schedule with instructional times
- ☐ Visioning documents
- ☐ Staff professional development plan
- ☐
- ☐

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Principal comment attached: Yes ☐ No ☐ If comments are attached: Appraiser Signature:	Date:
Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

The Principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the Principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according the state and local policy for the evaluation process.

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Texas Principal Evaluation System

Principal Record of Activities

Name:	**Date:**
TEA ID#:	**District E-mail:**
School:	**School Year:**
Position:	**Assignment:**
Appraiser:	**Appraiser Title(s):**

The record of activities is an optional form intended to ensure the process for evaluating principals is followed according to district adopted policy. The appraiser and the principal will follow district approved processes for conducting the evaluation. Use this form to record and track each component or step of the evaluation process.

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Principal Record of Activities		Date	Appraiser	Principal
Self-assessment Form			☐	☐
Pre-evaluation Conference			☐	☐
Performance Improvement Plan	*Beginning-of-year: Goal Setting*		☐	☐
	Mid-year: Progress toward Goal Attainment		☐	☐
	End-of-year: Goal Attainment		☐	☐
Observations/Performance Data Collection			☐	☐
			☐	☐
			☐	☐
Artifacts/Evidence Record and attach the artifact/evidence submitted (e.g. example of teacher performance plan, communication plan, etc.)			☐	☐
			☐	☐
			☐	☐
Post-evaluation Conference			☐	☐
Summary Rating Form			☐	☐

Principal Signature:	**Date:**
Appraiser Signature:	**Date:**

The Principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the Principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according the state and local policy for the evaluation process.

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