

# CESSA manual » SY 2018-19

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS



HAWAII STATE DEPARTMENT OF EDUCATION

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## **Comprehensive Evaluation System for School Administrators (CESSA) Overview Our Beliefs, Our Commitment<sup>1</sup>**

In a democratic society, education for all individuals is the great equalizer. Public education is essential to sustain a true democracy. We believe “a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society” (Philosophy of Education – Hawaii Public Schools Policy E-1, Appendix B). The quality of public education today will touch and impact all of our lives in the future.

Through public education, all students can dream and reach their goals regardless of where they come from, their economic status, or who their families are. Public education is an opportunity for all students to access programs that insure their acquisition of knowledge relevant to living in the present as well as encouraging skills of inquiry and wonder that will be required for life in the future. It is the collective responsibilities of educators, communities, and governing bodies to assure all students have equal access to a quality education that embraces the whole learner with a major emphasis on the General Learner Outcomes or GLOs that are embedded into the school curriculum. The goal of public education is much more than the sum of test scores, rather, it is building a citizenry who can work and communicate with others, create options through problem solving, become adept at questioning, and can formulate answers to questions not yet asked, all within the framework of ethical decision making. Creating students who are college, career, and life ready for the 21st Century begins with a strong foundation and balances achievement and adeptness with the ability to live with and alongside of others.

We believe collaboration and effective shared leadership at all levels of our educational organization are essential in a global society of diverse cultures and beliefs. To this end, we are committed as school leaders to provide leadership necessary for all our students to become 21st Century learners. We serve as catalysts in shaping school improvement to build a strong foundation to enhance teacher effectiveness, thus impacting student achievement and growth. The Wallace Foundation’s report, *How Leadership Influences Student Learning* boldly asserts, “Leadership is second only to teaching among school influences on student success.” This is a belief shared by school leaders. Therefore, we advocate for a comprehensive evaluation system that acknowledges and differentiates support for Principals, and takes into consideration the specific contextual needs of individual school leaders and the communities they serve.

National Association of Elementary School Principals (NAESP) and National Association of Secondary School Principals (NASSP) in their executive summary of *Rethinking Principal Evaluation* reports that a new paradigm in the redesign of principal evaluation advocates careful consideration to the context of a school (uniqueness of students, school, and community), incorporates standards

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<sup>1</sup> Note: “Our Beliefs, Our Commitment” is the statement created by the working group of principals that contributed to the CESSA design

that improve practice, uses evaluation to build capacity, and focuses on multiple measures of performance data.<sup>2</sup> It is our belief that a well-designed comprehensive evaluation system for school administrators will include considerations to all of the above, while strongly emphasizing inclusion of standards and the support requisite for reaching these standards that will affect improved leadership practice.

As school leaders, our commitment is in establishing structures and systems that support teachers and school administrators to maximize student learning at every school. This is accomplished with careful consideration in the management of personnel, facilities, operations, and fiscal resources. However, the “Profile of an Effective School Leader” published by the Interstate School Leaders Licensure Consortium (ISLLC) under the Council of Chief of State School Officers (CCSSO) best expresses what we believe is at the heart of leadership. It states:

Human relationships and capacity building within students, teachers, and the wider school community is at the heart of the school leader’s work. The effective school leader is committed, responsible, competent, caring, and unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to students and to focus on the success of every learner as the desired result.<sup>3</sup>

A bridge between what has been honored in the past and a paradigm shift to the future recognizes the importance of human relationships and capacity building (“Profile of an Effective School Leader,”) with a deliberate focus on enhancing individual Principal leadership development. This is the core belief that drives the commitment we as school leaders have in supporting quality public education in Hawaii. Our shared vision is for the success of every learner within the school community from Principal to teacher and ultimately to the students we serve. A quality CESSA will focus on supporting and equipping every school leader with the necessary instructional leadership practices that build effective schools, assuring all students are college, career, and especially, life ready.

### **CESSA Comprehensive System of Support**

"While educators have a direct impact on student achievement, a cohesive and effective system of support is necessary to create the conditions in which success is maximized."<sup>4</sup>

The performance contract is part of an entire system of support to improve Principal leadership. A CESSA requires a comprehensive system of support that is implemented with fidelity.

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<sup>2</sup> *Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice*, Executive Summary NAESP/NASSP, 2012

<sup>3</sup> Educational Leadership Policy Standards; ISLLC 2008, The Council of Chief State School Officers (CCSSO)

<sup>4</sup> Memorandum of Understanding between Hawaii Government Employee’s Association and Hawaii Department of Education, April 10, 2012

The single most important piece of the new system of support is the shared belief that, “...the purpose of evaluation is to build a Principal's leadership capacity and encourage professional development.”<sup>5</sup> (See Appendix F: What is Professional Development)

With a foundation focused on improving the leadership performance and capacity of principals, vice principals, and school administrators, the system of support will be manifested in meaningful and coherent structures supported by time and resources. First and foremost is that a system of support for principals must include the “voice of principals” and a commitment to empowering school leaders. An evaluation system committed to building and growing leadership ability and capacity will include best and next practices of high quality professional development and leadership training, as well as, targeted interventions and supports to principals who are rated less than Basic. Examples include support in terms of descriptive, specific, and timely feedback that is at first formative and non-evaluative. Such feedback is meaningful when it is provided by supervisors who have the wisdom, experience, respect, and a proven track record of being a leader of leaders and a skilled mentor for leadership growth. Another requirement for a system of support in a large organization such as the Hawaii Department of Education is clear, open, timely, and consistent communication of school related initiatives, programs, compliance requirements – school leaders cannot perform and lead when communication is poor and information is inconsistent or unclear.

In addition, support needs to be provided in the form of time and opportunities to learn and implement leadership practices that are contextually appropriate, triangulation of information and feedback to inform changes and enhancing successes. The system of support needs to be guided by research-based studies that clearly indicate, “The quality of how Principal evaluations are conducted may be even more important than the content of what the evaluation contains.”<sup>6</sup>

The current procedure of end-of-the-year summative evaluation is an obsolete rear view mirror type of practice that must be changed. A comprehensive and systematic evaluation system cannot wait until the end of the year and must include what a school administrator does day in and day out. “A systemic Principal evaluation system must include an assessment of Principal's practice - their daily work.”<sup>7</sup>

Reflective practice and change leadership is a key to an evaluation system that supports professional growth. The structures to support a review of a Principal's practice must be part of this system and requires:

- time be provided for a supervisor to observe and monitor the daily leadership practices of a Principal (communication, collaboration, capacity building, problem solving, data analysis,

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<sup>5</sup> *Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice*, Executive Summary NAESP/NAASP, 2012.p.6

<sup>6</sup> *Ibid*, p.2

<sup>7</sup> *Ibid*, p.5

planning, and implementation, etc.);

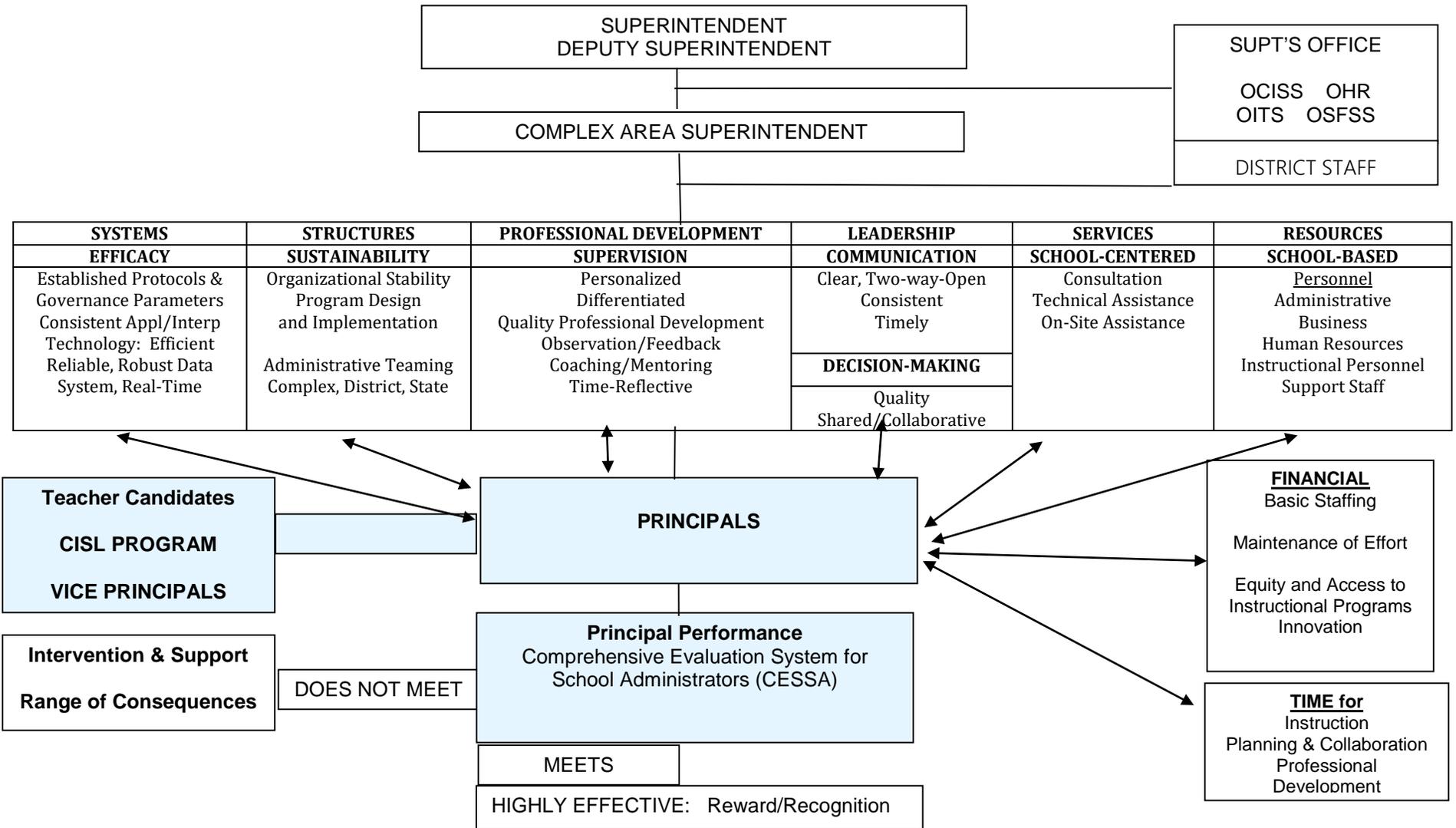
- time be provided for timely reflective practice...time for developing and maintaining a portfolio of documentation and reflection;
- leaders have access to a robust data system that is reliable and has timely data a system designed specifically for and by school Principals; and
- systems of support that are designed and implemented only after a careful and collaborative review of a school administrator's daily, weekly, monthly, and yearly workload to assure that system of support structures are realistic and can be included in the already overflowing plate of responsibilities of school Principals and Vice Principals.

Improving Principal evaluation is long overdue. School leadership is second only to teaching among school influences on student success. It is essential that a new CESSA include a comprehensive, well designed, and carefully implemented comprehensive system of support.

The CESSA Manual is a “living” document, which is subject to revision due to changes in Departmental programs and practices, negotiated labor agreements, and amendments in federal and state statutes, among other things. As a result, the Department and Union are committed to working together to collaborate on subsequent changes to the manual.

The Unit 6 Contract and all applicable Board of Education (BOE)/Departmental policies, regulations, and procedures shall apply unless otherwise noted. The timelines and procedures included in this manual (Appendix G) shall supersede School Code Procedure 5602.2, for school year 2018-2019.

# COMPREHENSIVE SYSTEM OF SUPPORT



## **CESSA: What will it take for success?**

### **The Principal:**

- Understands and accepts the roles and responsibilities of leaders in the Department.
- Is committed to the vision and Philosophy of Education in Hawaii’s Public Schools.
- Is committed to a belief that “the moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced; and, what people learn enables them to be successful citizens and workers in a morally based knowledge society.”<sup>8</sup>
- Focuses on student learning and understands the importance and impact of his/her leadership practices and behaviors on the people in the school.
- Reflects on his/her practices and decision-making and learns from his/her experiences.
- Understands his/her own leadership characteristics and skills, and the leadership skills of others in the school.<sup>9</sup>

### **The Complex Area Superintendent (CAS):**

- Cares whether the Principal understands the vision, direction, and values of the organization.
- Believes in the positive intentions of the school administrator.
- Utilizes effective communication and process skills.
- Provides direct and system support to the Principal to enable school success.
- Supports the growth and professional development of the Principal.
- Creates opportunities for continuous improvement.
- Makes early identification of Principal rated overall Marginal or Unsatisfactory (i.e., less than Basic) and provides assistance/support for continuous improvement.

### **The CESSA:**

- Reaffirms the importance of both Student Educational Growth Outcomes and Principal Leadership Practice.
- Recognizes that what Principals do, indirectly affects Student Educational Growth Outcomes.
- Affirms the need to continue annual evaluation, but creates a multi-tiered cumulative summative rating over five years. The annual evaluation uses a five-point rating scale to evaluate progress each year; and, the summative evaluation uses a five-point rating scale to provide overall performance ratings for the five years.
- Acknowledges and understands the complexities of school improvement planning and implementation processes.

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<sup>8</sup> Fullan, M., *The Moral Imperative of School Leadership*, Corwin Press, 2003

<sup>9</sup> Douglas Reeves, *The Learning Leader*, ASCD, 2006

- Acknowledges and understands the need for time to strategically focus change efforts, in order to maximize acceptance, assimilation, success, sustainability and continuous improvement.
- Recognizes that levels of expertise in school leadership is developmental, occurs over time and renews when the context changes.
- Acknowledges the value of the tenured system to Hawaii schools and the organization. The tenured system aids in the recruitment and retention of employees, brings stability to the schools and workforce, supports long-term successive management goals, utilizes time, energy, materials, human and financial resources more effectively and efficiently. The CESSA incorporates a multi-tiered evaluation system to hold both Supervisor and Principal accountable for continuous improvement.

## Domains of Leadership

The Examples of Measurement are not meant to be the entire list of approved measures. The Principal and CAS may choose other measures that more accurately reflect how a descriptor is assessed.

Domains	Descriptors	Examples of Measurement
<p>Domain 1: Student Educational Outcomes</p>	<ul style="list-style-type: none"> <li>• Promotes and supports students' progress and performance</li> <li>• Provides relevant resources to support and increase student learning</li> <li>• Develops strong school- community leadership teams</li> <li>• Builds instructional leadership in teachers</li> <li>• Identifies and implements positive changes and practices that influences student achievement</li> <li>• Aligns management style to change initiatives</li> <li>• Implements and supports rigorous curriculum and instruction that is meaningful and relevant</li> <li>• Supports and models research-based assessment and accountability practices</li> </ul>	<ul style="list-style-type: none"> <li>• Strive HI and DOE Strategic Plan Indicators               <ul style="list-style-type: none"> <li>○ AP scores</li> <li>○ Chronic absenteeism</li> <li>○ College-going rates</li> <li>○ Discipline</li> <li>○ Gap rate</li> <li>○ Graduation</li> <li>○ Ninth Grade On-track</li> <li>○ Math proficiency</li> <li>○ Reading proficiency</li> <li>○ Science proficiency</li> <li>○ Third or Eight grade literacy rate</li> <li>○ English language proficiency for English Learners</li> <li>○ Median Student Growth Percentile (SGP)</li> </ul> </li> <li>• Indicators connected to Academic Plan targets               <ul style="list-style-type: none"> <li>○ Common Formative Assessments</li> <li>○ Universal Screeners</li> <li>○ College Career Indicators (CRI)</li> <li>○ WASC Critical Area of Needs "Growth"</li> </ul> </li> <li>• Other</li> </ul>

Domains	Descriptors	Examples of Measurement
<p><b>Domain 2: Professional Growth and Learning</b></p>	<ul style="list-style-type: none"> <li>• Initiates professional development to improve leadership practice</li> <li>• Reflects on leadership practices</li> <li>• Identifies strengths and areas for improvement</li> <li>• Considers feedback from faculty, staff, parents, students, and community/university partners in identifying strengths and needs</li> <li>• Demonstrates commitment to continuous learning</li> <li>• Promotes partnerships and alliances to strengthen leadership skills and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Benchmark assessment</li> <li>• Conducts and leads staff professional development</li> <li>• Formative and summative teacher test data</li> <li>• Incorporates new learning in school programs</li> <li>• Multiple measures of student learning</li> <li>• Personal journal</li> <li>• Professional Development Plan (PDP) (Mandatory, Appendix C)</li> <li>• Professional portfolio or artifacts</li> <li>• Scholarships</li> <li>• Seeks and incorporates new learning in current practices</li> <li>• Special recognition and accomplishments</li> <li>• Use of scoring/grading rubrics</li> <li>• Work samples and scores</li> <li>• Other</li> </ul>
<p><b>Domain 3: School Planning and Progress</b></p>	<ul style="list-style-type: none"> <li>• Develops an effective school improvement plan that is based on: <ul style="list-style-type: none"> <li>– A well-crafted needs assessment,</li> <li>– A clearly defined and inclusive process for creating the plan,</li> <li>– A defined implementation process, and</li> <li>– An identified monitoring and evaluation system</li> </ul> </li> <li>• Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process</li> </ul>	<ul style="list-style-type: none"> <li>• Academic/Financial Plan</li> <li>• Attendance rate</li> <li>• Benchmark assessment</li> <li>• Formative and summative teacher test data</li> <li>• Interviews/questionnaires</li> <li>• Multiple measures of student learning</li> <li>• Principal’s reflection</li> <li>• Professional portfolio or artifacts</li> <li>• Scholarships</li> <li>• School improvement plan data and outcomes (such as student attendance, behavior, student outcomes)</li> <li>• Special recognition and accomplishments</li> <li>• Use of scoring/grading rubrics</li> <li>• Work samples and scores</li> <li>• Other</li> </ul>

Domains	Descriptors	Examples of Measurement
<p style="text-align: center;">Domain 4: School Culture</p>	<ul style="list-style-type: none"> <li>• Develops and maintains a positive school culture</li> <li>• Sets high expectations for all the school community</li> <li>• Enables teachers and students to work collaboratively and cooperatively</li> <li>• Positively influences teachers and staff working conditions</li> <li>• Sets a tone that supports continuous professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Benchmark assessment</li> <li>• Exit interviews of employees and students</li> <li>• Formative and summative teacher test data</li> <li>• Multiple measures of student learning</li> <li>• News clippings, media and school publications</li> <li>• Observations</li> <li>• Participation in school activities</li> <li>• Professional portfolio or artifacts</li> <li>• Recruitment and retention of faculty and teachers</li> <li>• Scholarships</li> <li>• School climate surveys of faculty and staff</li> <li>• Special recognition and accomplishments</li> <li>• Students, parents, teachers, staff, and community interviews</li> <li>• Use of scoring/grading rubrics</li> <li>• Work samples and scores</li> <li>• Other</li> </ul>

Domains	Descriptors	Examples of Measurement
<p><b>Domain 5: Professional Qualities and Instructional Leadership</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates a shared responsibility and shared vision and mission</li> <li>• Monitors and continuously improves teaching and learning</li> <li>• Manages the organization and systems effectively and provides resources for a safe and high-performing learning environment</li> <li>• Models integrity, fairness, and high ethical standards on a consistent basis</li> <li>• Advocates for teachers and students</li> <li>• Promotes civic responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Benchmark assessment</li> <li>• Degree to which a Principal achieves benchmark goals in the previous year's PDP</li> <li>• Formative and summative teacher test data</li> <li>• Multiple measures of student learning</li> <li>• Observations of Principal's practice</li> <li>• Professional portfolio and artifacts aligned to state and district or national professional standards</li> <li>• Self-reflection/analysis</li> <li>• Scholarships</li> <li>• School Community Council evaluation of Principal</li> <li>• Special recognition and accomplishments</li> <li>• Use of scoring/grading rubrics</li> <li>• Work Samples and scores</li> <li>• Other</li> </ul>
<p><b>Domain 6: Stakeholder Support and Engagement</b></p>	<ul style="list-style-type: none"> <li>• Initiates and facilitates parent and community participation in school-wide activities and initiatives</li> <li>• Engages openly in shared problem-solving and decision making, maintaining a school culture of transparency and trust within the school community</li> <li>• Promotes open, effective, and collaborative modes of communication with staff, families, and the surrounding community</li> <li>• Builds positive relationships that are culturally responsive to diverse stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team structures</li> <li>• Leadership team minutes</li> <li>• Letters of continuing support, thank you letters, and letters of appreciation from stakeholders</li> <li>• News releases</li> <li>• Newsletters</li> <li>• Professional portfolio or artifacts</li> <li>• School accreditation report</li> <li>• School assessments</li> <li>• School Community Council (SCC) Principal evaluation</li> <li>• School Status and Improvement Report data</li> <li>• Special recognition and accomplishments</li> <li>• Students, parents, community surveys</li> <li>• Tripod Survey</li> <li>• Other</li> </ul>

## **CESSA: Implementation Guidelines**

### **Basic Premise**

The purpose and intent of the evaluation program in the system is to support the professional growth and development of Principals in their leadership practice.

### **Evaluation Program Design**

The evaluation program is differentiated and personalized to meet the developmental and professional needs of Principals.

### **Evaluation Types**

There are two types of evaluations based on the status of the Principal being evaluated. It is important to determine the appropriate evaluation type that applies to the individual Principal.

Type A: Annual Summative Evaluation for Probationary and Tenured Promoted Transferring Principals.

Type B: Annual Interim Evaluation with a Five-Year Summative Evaluation for Tenured Principals and Tenured Lateral Transferring Principals.

### **Type A, Annual Summative Evaluation for Probationary and Tenured Promoted Transferring Principals**

#### Applicability

The Annual Summative Evaluation applies to newly hired Principals, Vice Principals promoted to Principalship, and tenured Principals who are promoted to a new position.

#### Duration

Annual Summative Evaluation(s) are conducted for the period that the Principal is on probation. In accordance with the Unit 6 Contract, Article 12, Principals on their first entry into the Department of Education shall be on a two-year probation. Vice Principals and Principals promoted to a new Principal position, shall serve one-year (a full 12-month period from the date of appointment) on probation. Should, however, the overall rating for a Principal during his/her probation period be Marginal (less than Basic), the probation period shall be extended for one additional year.

#### Purpose

The purpose and intent of the Annual Summative Evaluation is to ensure the Principal in his/her new position is provided the guidance and other supports necessary for success and continued professional growth. The Principal is required to develop a Professional Development Plan (Appendix C) that is used to guide his/her work during the year.

## Type A: Evaluation Timeline and Process (Appendix G)

(See Appendix H for Evaluation Calendar(s))

### Within the first month of appointment to the position:

1. In a pre-evaluation conference, CAS and Principal meet to discuss the Principal's professional development needs, strategies, and plans to address each area in Domains 1-6. Discuss and identify the supports that are necessary for his/her success.
2. Agree upon measures and targets for Domains 1-6 and complete the Pre-Evaluation Conference section of the CESSA Annual Review form (Form 500-0025, Appendix I). As the probation period does not align with annual receipt of Strive HI data, measures and targets for Domain 1, should be selected with consideration of the school's Academic Plan (see page 24).
3. Principal develops their Professional Development Plan (PDP, Appendix C) and submits to CAS by a date agreed upon at the pre-evaluation conference. The PDP may be used to measure (evaluate) progress on specific goals for Domains 2-6.

### During the probation year:

4. When Strive HI results are made available (Mid-September) and/or should the school year change within the middle of a probation period, CAS and Principal should review Domain 1 and adjust targets and measures as necessary.
5. Prior to the end of the first six months of probation, CAS makes early identification of Principals rated less than Basic on Domains 2-6 and provides targeted interventions and support.
6. 75 days before the end of probation, for Principals with less than satisfactory performance (rated below Basic), CAS shall inform and discuss with Principal the performance issues and continue to provide assistance for improvement.

### End of probation year (30 calendar days prior to last day of probation):

7. The CAS discusses the Principals accomplishments, school's current status in school improvement, and student education growth outcomes in Domains 1-6. The end-of-probation-period discussion should include a review of measures established at the Pre-Evaluation Conference.
8. The CAS informs the Principal of his/her rating for each Domain and the rationale for the ratings during a summative evaluation conference and completes the CESSA Annual Review form (Form 500-0025, Appendix I).
9. CAS should submit copy of the completed CESSA Annual Review form to the Office of Talent Management (OTM) within 30 days of completion.

10. For Principals rated less than Basic, CAS submits recommendation(s) and other supporting documentation to the Deputy Superintendent and Superintendent. For Principal's rated as Marginal the probation period shall be extended for one (1) additional year (Unit 6 Contract, Article 12).

#### School Visitations

Activities include walkthroughs, observations, meetings, and/or informal meetings followed by an exit conference with the Principal.

#### Phone conferences (Optional)

### **Type B, Annual Interim Evaluation with a Five-Year Summative Evaluation for Tenured Principals and Tenured Lateral Transferring Principals**

#### Applicability

Only tenured Principals and those who have laterally transferred are eligible for the five-year Interim/Summative Evaluation Cycle.

#### Duration

An Annual Interim Evaluation is completed for **each year for five (5) years**. A Summative Evaluation is completed at the end of the year for the **fifth year** of a cycle. Tenured Principals are placed on a five-year evaluation cycle and remain on that cycle as long as they are in their appointed position at the school.

#### Purpose

The intent of the Annual Interim Evaluation is to provide the opportunity for professional dialogue between the CAS and Principal on at least one area in each of the six domains (selected by the Principal with concurrence by the CAS). The evaluation is also used to assess the school's progress in school improvement, student educational growth outcomes, and identify supports necessary for next steps in the five-year continuum. The Principal is required to develop a five-year PDP (Appendix C) that is used to guide his/her work during the year.

A Summative Evaluation is completed for tenured Principals at the end of the Principal's fifth year of a cycle. The purpose of this evaluation is to assess the Principal's performance and leadership practices over the five-year period for all six domains. This evaluation is intended to be a summary evaluation that is cumulative of the Principal's accomplishments, progress and growth over the five-year period. Prior year's evaluations and data over the five years must be considered in completing the Summative Evaluation Rating for tenured Principals.

## **Type B: Evaluation Timeline and Process (Appendix G)**

(See Appendix H for Evaluation Calendar)

### Prior to the beginning of school (June – July):

1. In a pre-evaluation conference, CAS and Principal meet to discuss the Principal's professional development needs, strategies, and plans to address each area in Domains 1-6. Discuss and identify the supports that are necessary for his/her success.
2. For Tenured Principals continuing at their same school, CAS and Principal meet to discuss the Principal's leadership and practices (Domains 2-6) from the prior school year, review progress on the Principal's PDP, and complete ratings based on Domain 2-6 rubrics (Appendix D) and the overall Domain 2-6 rubric (page 28). CAS will enter ratings on the prior year's CESSA Annual Review form (Appendix I).
3. CAS and Principal should then set measures and targets for Domains 1-6 for the current school year and record within the Pre-Evaluation Conference section of the CESSA Annual Review form.
4. Principal develops or updates their PDP (Appendix C) and submits to CAS by a date agreed upon at the pre-evaluation conference. The PDP may be used to measure (evaluate) progress on specific goals for Domains 2-6.

### September - October:

5. In Mid-September, Strive HI School Accountability data is published to the ARCH ADC website.
6. For tenured Principals in their first year at a school, CAS and Principal meet to review Strive HI results and may adjust Domain 1 measures and targets for the current school year as necessary.
7. For tenured Principals continuing at their same school, CAS and Principal meet to review and discuss Domain 1 outcomes and determine a rating based on the Domain 1 rubric (page 27). The CAS shall also discuss and determine the Principal's Overall Performance Rating based on the CESSA Performance Matrix (page 29) and complete the prior school years rating on the CESSA Annual Review form, within 45-days after publication of the Strive HI results. The CAS and Principal may also adjust Domain 1 measures and targets for the current school year as necessary.
8. For Principals completing their fifth (5<sup>th</sup>) year of interim annual ratings, CAS shall determine and inform Principal of the 5-year Summative Rating, and discuss performance goals that will serve as basis for the Principals PDP for the next five years.

9. CAS shall submit a copy of completed CESSA Annual Review form to the Office of Talent Management (OTM) within 30-days of completion.
10. For Principals rated less than Expected Progress, CAS submits recommendation(s) and other supporting documentation to the Deputy Superintendent and Superintendent.

#### December – January

11. Prior to the start of second semester, CAS makes early identification of Principals rated less than Expected Progress on Domains 2-6, and provides targeted interventions and supports for improvement.

#### School Visitations

Activities include walkthroughs, observations, meetings, and/or informal meetings followed by an exit conference with the Principal.

#### Phone conferences (Optional)

#### **Exit Prior to End of Evaluation Cycle**

When a tenured Principal transfers to a position prior to the end of a five-year cycle, a Summative Evaluation for his/her current position is completed by the CAS prior to the effective date of transfer. A conference with the exiting Principal to review evidence and discuss performance must be held prior to the completion of the Summative Evaluation form. This conference is necessary to validate the performance of the Principal and communicate information on the school's status (e.g. accomplishments, challenges, status of school improvement) and the recommended next steps for the successor Principal.

#### **Maintaining Confidentiality**

All matters and documents directly related to the Principal's performance evaluation must be treated as confidential. Examples of confidential documents include evaluation forms, notes and records of CAS/Principal conferences, and CAS walkthrough or observation notes and forms. In the event Complex or District staff are assigned to provide support services to assist the Principal and/or school, discretion must be exercised by the CAS in his/her communications with Complex or District staff. Complex and District staff may not conduct walkthroughs, observations, or school visits for purposes of Principal evaluation.

#### **Performance Evaluation Conferences**

The manner in which the CAS conducts a conference is key to establishing rapport, building trust, conveying a message of support, and communicating his/her understanding of the complexities and challenges that the Principal faces. The Principal's performance is to some extent a reflection and indication of the professional development, personalized guidance, and differentiated support that has been provided to the Principal by the CAS.

## Pre-Requisites for all Evaluation Conferences

1. Strive to understand the unique context, history, climate, and culture of the school and community.
2. Consider the Principal's influence on student achievement to understand "the direct effects of the Principal's Leadership Practice on schools and teachers, and the indirect effects on instruction and learning."<sup>10</sup>
3. Know and understand the basic concepts of Change (*Assumptions of the Concerns Based Adoption Model, CBAM*).
  - CHANGE:**
    - Is a PROCESS, not an event
    - Is made by INDIVIDUALS first, then institutions
    - Is a highly PERSONAL experience
    - Entails DEVELOPMENTAL growth in feelings and skills
  - INTERVENTIONS MUST BE RELATED TO:**
    - The people first
    - The innovation second
4. Utilize the "Six Domains of Principal Leadership" in *Rethinking Principal Evaluation* as a framework for the Hawaii CESSA.<sup>11</sup>
5. Utilize the "Profile of an Effective School Leader" (*Updated Version*); Performance Expectations and Elements from "Performance Expectations and Indicators for Education Leaders" CCSSO, 2008; in relation to the *NAESP/NASSP Six Domains of Principal Leadership* to further define the leadership behaviors and practices that support successful performance in the six domains, including student educational growth outcomes and learning.

### During the Conference, consider the following:

#### 1. Recognize and identify accomplishments

*What stages of leadership planning were completed?*

*What programs, processes, and/or innovations that support high performance and informed decision-making by teachers and students were implemented?*

*What structures or systems were implemented that: increases access to information; improves communication; are inclusive; and promotes and sustains collaborative and collegial relationships, effective teamwork, and leadership?*

#### 2. Examine and analyze school data in relation to the six domains

*What is the Principal's performance goal(s) for each domain?*

*What are student educational growth outcomes?*

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<sup>10</sup> "The Ripple Effect: A Framework for Principal Impact." *Rethinking Principal Evaluation. A New Paradigm Informed by Research and Practice*. NAESP and NASSP, 2012, pp. 10-11

<sup>11</sup> Ibid. pp. 1-29

(Analysis is: organizing data; summarizing the data; relating data to the performance goals and student outcomes; evaluating the differences between existing and desired conditions.)

**3. Discuss the programs, processes, innovations, instructional strategies, or leadership strategies that will be/or were implemented to achieve the identified goals**

*To what extent were the above implemented?*

*Who are/were the people involved?*

*What were the reasons for successful implementation?*

*What, if any, are/were the barriers to implementation?*

**4. Discuss the results and impact on Principal Leadership Performance, teacher responsiveness, and student learning**

*How well did we do?*

*What did I learn?*

**After the Conference, consider the following:**

**1. Provide the Principal with time for reflection and research**

*What did I learn? What made the difference?*

*What might be some alternative strategies? Is there another way?*

**2. Hold a follow-up meeting to discuss next steps and PDP**

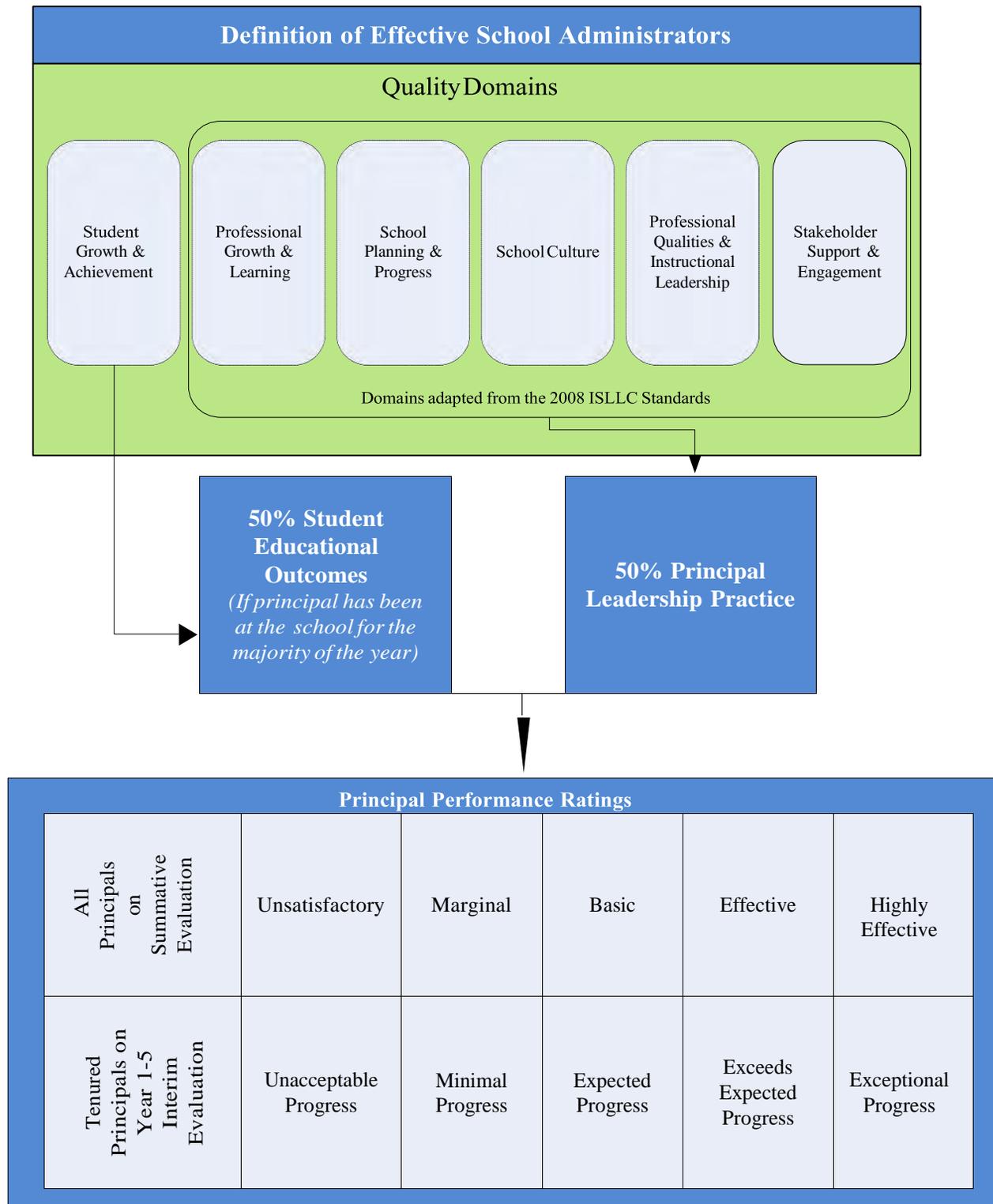
*What do I maintain or continue?*

*What do I renew or change?*

*What supports do I need?*

## CESSA Framework Design

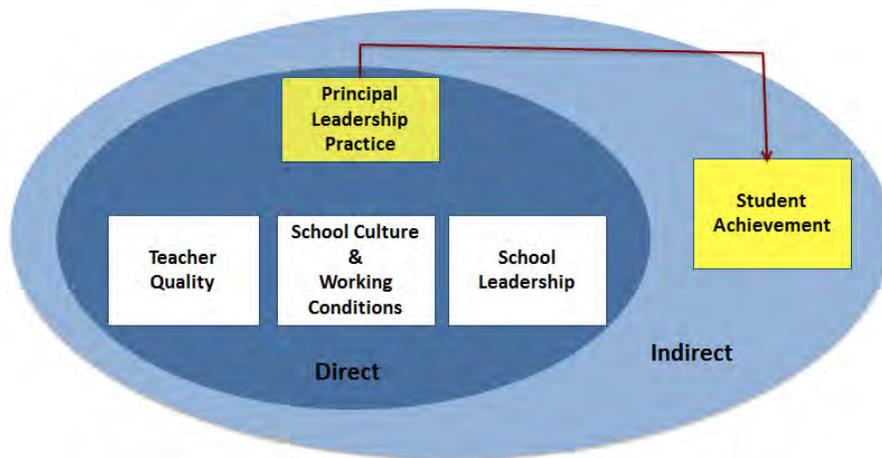
The six CESSA domains are rooted in the ISLLC standards. The following visual illustrates the organization of CESSA components and domains:



# Student Educational Outcomes, Domain 1

## Overview

The foundational purpose of any school is to increase student performance and achievement. Understanding that Principals have a strong and immediate influence on teacher quality, and directly influence school culture and teacher working conditions, the following pictures depict the theory of action behind Domain 1. Furthermore, it is important to note that Principals are the second most important school-level factor influencing student achievement. This idea is illustrated in the following visual:<sup>12</sup>



## Measures

Relative to the growth indicators, the Department assigns one of two performance levels for school’s Math and Reading Median Growth Percentile (MGP). These performance levels are assigned within given ranges and identified in the table below.

Not Met	Met
Reading MGP $\leq$ 35	Reading MGP $\geq$ 36
Math MGP $\leq$ 30	Math MGP $\geq$ 31

Based on the academic plan, the Principal and CAS set five targets during the Pre-Evaluation Conference. These targets can consist of Math and/or Reading growth scores, proficiency scores, and/or any of the applicable achievement indicators on the following page of this manual. If a Principal is on “initial or new” probation, the five targets must be selected from achievement indicators related to the school’s Academic Plan and not dependent on Strive HI results. Examples of such indicators are provided on the following page.

<sup>12</sup> Clifford, M., Behrstock-Sherratt, E., and Fetters, J., *The Ripple Effect: A Synthesis of Research on Principal Influence to Inform Performance Evaluation Design*, American Institutes for Research (AIR), Washington, D.C. 2012

During the Evaluation Conference, the Principal and CAS will discuss the results of all five targets and apply a “met” or “not met” rating for each of the targets identified during the Pre-Evaluation Conference.

**Achievement Indicators** (See Appendix E for a glossary of these terms)

Performance on Achievement Indicators are measured against the targets set in the Pre-Evaluation Conference. Target setting is a collaborative process between the Principal and CAS and should support the Academic Plan and align to the Strategic Plan. Targets should be set using the previous year’s Strive Hi results, which are populated on the CESSA Evaluation form. Further, selecting additional indicators should be decided upon with consideration to a school’s community context, needs, historical challenges, and priorities. The additional indicators that may be chosen are:

- Strive HI and DOE Strategic Plan Indicators
  - AP scores
  - Chronic absenteeism
  - College-going rates
  - Discipline
  - Gap rate
  - Graduation
  - Ninth Grade On-track
  - Math proficiency
  - Reading proficiency
  - Science proficiency
  - Third or Eight grade literacy rate
  - English language proficiency for English Learners
  - Median Student Growth Percentile (SGP)
- Indicators connected to Academic Plan targets
  - Common Formative Assessments
  - Universal Screeners
  - College Career Indicators (CRI)
  - WASC Critical Area of Needs “Growth”
- Other

## **Principal Leadership and Practice, Domains 2-6**

The five remaining domains were aligned with the “Profile of an Effective School Leader” published by the ISLLC under the CCSSO and the NAESP/NAESP’s *Rethinking Principal Evaluation*. Principal leadership and practice will be measured with the CESSA Leadership rubric, which was developed by the Hawaii Government Employees Association (HGEA) and Unit 6 Principals. The domains focus on Principals’ leadership within schools and recognize the role Principals play in fostering human relationships, school and staff capacity-building, and ultimately holding responsibility for overall school success.

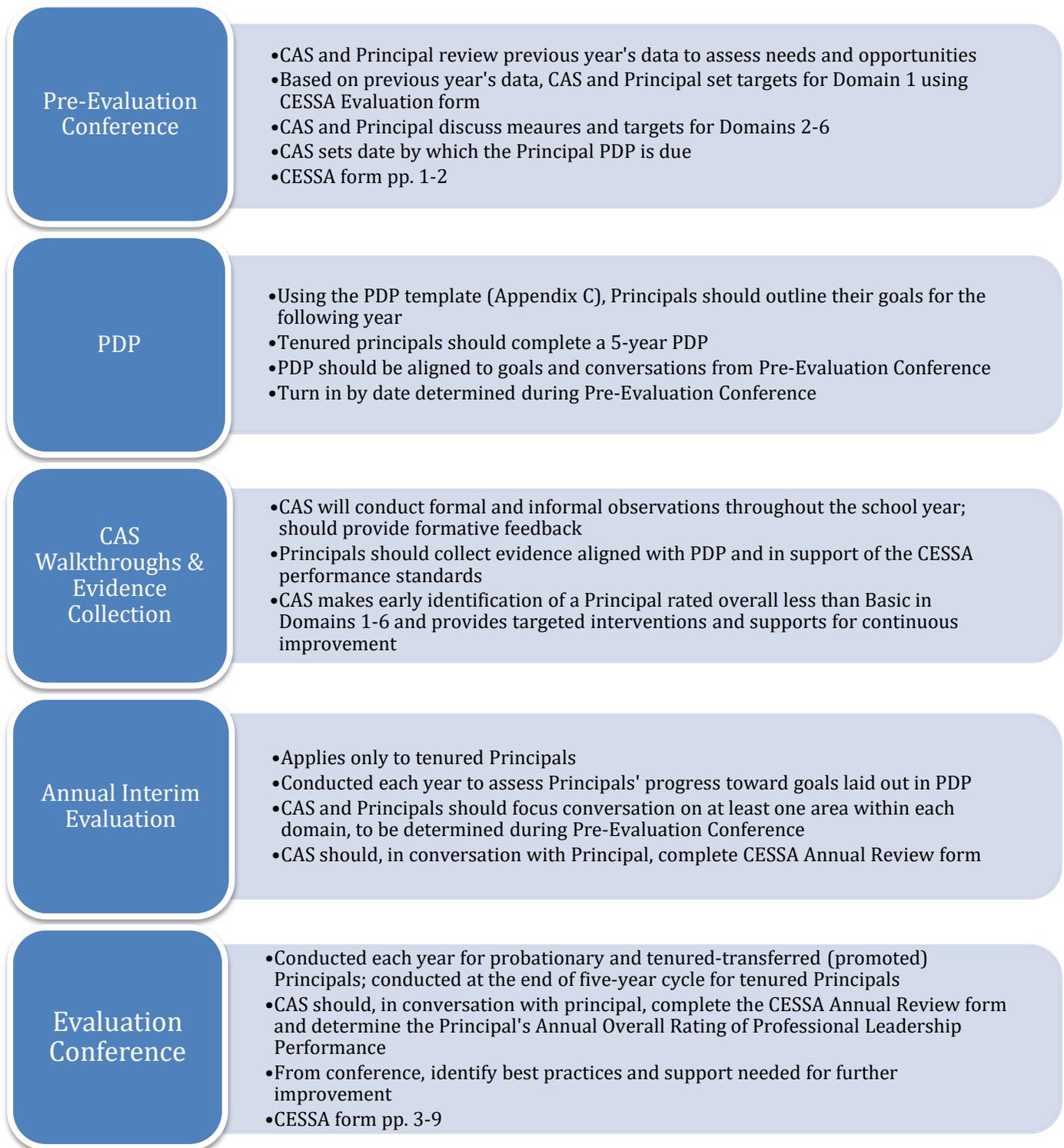
Each of the five domains described on pages 11-13 are followed by the descriptors and examples of evidence that can be used to denote progress. Descriptors are the mindsets and actions that contribute to the qualitative characteristics evocative of each domain; because the remaining domains are qualitative measures of leadership, descriptors are necessary as proxies for each

domain. The examples of evidence are what can be used to prove progress within each indicator and, subsequently, each domain.

## **Cycle & Conferences**

There is a cycle of conferences and actions necessary of both CAS and Principal in accordance with the CESSA Timeline and Process (Appendix G). This includes the Pre-Evaluation Conference, the PDP, CAS walkthroughs and evidence collection, Annual Interim Evaluation, and Performance Evaluation Conference.

The following diagram outlines each step of the CESSA process, the roles, and responsibilities.



## Evaluating and Assigning Ratings

The assignment of performance levels per domain is a process that requires careful thought and attention to evidence the CAS collects throughout the year. When assigning ratings, it is important to take into consideration the length of Principal’s leadership at the school and the context or factors that may have contributed during the school year.

Additionally, Principals that are being evaluated on the summative schedule have different performance level descriptors than Principals on the other schedule. This is reflected in the CESSA rubrics and scoring tables; and, is illustrated below:

<b>ALL PRINCIPALS ON SUMMATIVE EVALUATION</b>	<b>TENURED PRINCIPALS ON YEAR 1-5 INTERIM EVALUATION</b>
Unsatisfactory	Unacceptable Progress
Marginal	Minimal Progress
Basic	Expected Progress
Effective	Exceeds Expected Progress
Highly Effective	Exceptional Progress

### Domain 1: Student Educational Outcomes Performance Rubric

The selected targets from the Growth Indicators, Achievement Indicators, and Strive Hi Performance Indicators will be needed in order to assign levels of performance for Domain 1. The CAS will identify whether the Principal has met the targets previously set during the Pre-Conference. The CAS will then assign a rating for Domain 1 as follows:

<b>Domain 1: Student Growth and Achievement</b>				
<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Basic</b>	<b>Effective</b>	<b>Highly Effective</b>
Less than 2 targets met	2 of 5 targets met	3 of 5 targets met	4 of 5 targets met	5 of 5 targets met

## Domains 2-6: Principal Leadership and Practice Performance Rubric

Together, the CAS and Principal review the evidence collected throughout the year for Domains 2-6 and provide a performance rating using the following rubric. A performance rating is required per domain and assigned on pages 6-9 of the CESSA form by using the dropdown menus in each domain.

After identifying the performance levels for each domain, the CAS will use the selection criteria in the Domains 2-6 scoring rubric below to identify the overall performance for Principal Leadership and Practice.

<b>Domains 2-6: Principal Leadership and Practice</b>				
<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Basic</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Unacceptable Progress</b>	<b>Minimal Progress</b>	<b>Expected Progress</b>	<b>Exceeds Expected Progress</b>	<b>Exceptional Progress</b>
Unsatisfactory OR Unacceptable Progress on at least 3 Domains	Marginal or Minimal Progress on at least 2 Domains AND No more than 1 Unsatisfactory Rating	Basic or Expected Progress on at least 3 Domains AND No Rating below Marginal or Minimal Progress on any Domain	Effective or Exceeds Expected Progress on at least 3 Domains AND No Rating below Basic or Expected Progress on any Domain	Highly Effective or Exceptional Progress on at least 2 Domains AND No Rating below Effective or Exceeds Expected Progress on any Domain

Once the overall Principal Leadership and Practice rating is identified using the Domains 2-6 scoring rubric above, the CAS will select the appropriate rating from the dropdown menu on page 9 of the CESSA form.

## Overall Performance Matrix

Once Principals have performance ratings for Principal Leadership and Practice and Student Growth and Achievement categories, the overall effectiveness rating will then be determined by using the performance matrix below. The performance rating that the Principal achieved according to the Domain 1 rubric (Student Growth and Achievement) will be identified in the vertical columns and will then be matched to the performance rating the Principal achieved according to the Domains 2-6 rubric (Principal Leadership and Practice) identified in the horizontal rows. The summative rating for the Principal will be the performance level in the cell that is at the nexus between the two categories of CESSA.

### Student Growth and Achievement

		Unsatisfactory	Marginal	Basic	Effective	Highly Effective
Principal Leadership and Practice	Highly Effective	Basic	Effective	Effective	Highly Effective	Highly Effective
	Effective	Basic	Basic	Effective	Effective	Highly Effective
	Basic	Marginal	Basic	Basic	Effective	Effective
	Marginal	Unsatisfactory	Marginal	Basic	Basic	Basic
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Marginal	Marginal	Marginal

## Appendices

### Appendix A: Profile of an Effective School Leader (Updated)<sup>13</sup>

The effective school leader is committed, responsible, competent, caring, and unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to students and to focus on the success of every learner as the desired result.

Human relationships and capacity-building within students, teachers, and the wider school community are at the heart of the school leader's work. School leaders promote a school culture focused on professionalism, where school staff is committed to systematically improve their practices and student learning.

The effective school leader holds school professionals accountable for data-driven school and instructional improvement to attain the state performance standards.

The effective school leader is responsible for the following professional expectations and responsibilities:

**STANDARD 1            Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders**

- Collaboratively develop and implement a shared vision and mission
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- Create and implement plans to achieve goals
- Promote continuous and sustainable improvements
- Monitor and evaluate progress and revise plans

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<sup>13</sup> Based on the Educational Leadership Policy Standards: ISLLC 2008, CCSSO (The Council of Chief State School Officers)

**STANDARD 2            Advocating, nurturing, and sustaining a school culture and instructional program that is conducive to student learning and staff professional growth**

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- Create a comprehensive, rigorous, and coherent curricular program
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate the impact of the instructional program

**STANDARD 3            Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment**

- Monitor and evaluate the management and operational systems
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- Promote and protect the welfare and safety of students and staff
- Develop the capacity for distributed leadership
- Ensure teacher and organizational time is focused to support quality instruction and student learning

**STANDARD 4 Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources**

- Collect and analyze data and information pertinent to the educational environment
- Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- Build and sustain positive relationships with families and caregivers
- Build and sustain productive relationships with community partners

**STANDARD 5 Acting with integrity, fairness, and in an ethical manner**

- Ensure a system of accountability for every student's academic and social success
- Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- Safeguard the values of democracy, equity, and diversity
- Consider and evaluate the potential moral and legal consequences of decision making
- Promote social justice and ensure that individual student needs inform all aspects of schooling

**STANDARD 6 Understanding, responding to, and influencing the political, social, economic, legal, and cultural context**

- Advocate for children, families, and caregivers
- Act to influence local, district, state, and national decisions affecting student learning
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

## **Appendix B: Philosophy of Education Hawaii's Public Schools Policy E-1**

### **The Premise**

The Board of Education believes that a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society. The institution of government in this society is founded on a secular base, which allows and encourages the development of a pluralistic society that contains many cultures within that society.

### **The Need for Education**

Individuals must develop their personal potentials to participate fully in a democratic, multi-cultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multi-cultural society require the formal schooling of its children, youth, and adults.

### **Scope**

The State of Hawaii shall provide a public school system with a scope of curricular, instructional, and assessment programs from pre-school to high school for children, youth, and adults. These programs shall include traditional programs as well as programs offered through the Department's online and distance learning alternatives, summer school, and other non-instructional time programs that support students' learning needs. Such programs shall be simultaneously intellectual, aesthetic, and practical, with instructional practices which insure that learners acquire the knowledge relevant to living in the present as well as the arts and skills required for living in the future. All programs shall derive from a standards-based curriculum and research-based best practices which must include the areas of knowledge of language arts, science, mathematics, social studies, fine arts, health, physical education, world languages, and career and life skills, and all other comprehensive support services necessary for implementation.

These programs and services shall enable all public school graduates to realize their goals and aspirations; possess the attitudes, knowledge, and skills to contribute positively to and compete in global society; exercise their rights and responsibilities of citizenship; and pursue post-secondary and/or careers without the need for remediation.

### **Equal Educational Opportunity**

Students shall have an equal education opportunity to enroll in programs regardless of race, color, religion, sex, sexual orientation, disabilities, or national origin.

Former Code No. 6121  
Former Policy Approved: 09/52  
Reviewed: 07/60  
Amended: 01/68, 09/70, 03/88, 10/94, 1/99, 6/23/05, 1/24/08

**Appendix C: Professional Development Plan (PDP)**

All Principals must develop a PDP and submit to the CAS after the initial Pre-Evaluation Conference. The PDP should be a basis for open dialogue throughout to identify and discuss best practices and supports. The PDP may be used to measure (evaluate) progress on specific goals for Domains 2-6.

**DURATION** \_\_\_\_\_

**I. List one or more professional development goal(s):** **Target Date(s)**

--	--

**II. List one or more strategies/activities that you will implement to achieve goal(s):** **Target Date(s)**

1.	
2.	
3.	
4.	
5.	
6.	

**III. Reflection: Write two or more paragraphs sharing insights about your learning and leadership experiences.**

Examples: Summarize impressions, recall supporting information, analyze learning, and construct new learning(s).

How does this compare to what you already knew about school improvement?

What made the difference in the outcomes?

What are your thoughts about your next steps?

How will you sustain the change/improvement?

## Professional Development Plan (PDP) Sample

All Principals must develop a PDP and submit to the CAS after the initial Pre-Evaluation Conference. The PDP should be a basis for open dialogue throughout to identify and discuss best practices and support. The PDP may be used to measure (evaluate) progress on specific goals for Domains 2-6.

**DURATION** July 2018-June 2023

### I. List one or more professional development goal(s):

**Target Date(s)**

<i>Goal 1. To increase knowledge, understanding, skills, and experiences in school improvement planning and processes.</i>	SY2018-2023
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### II. List one or more strategies/activities that you will implement to achieve goal(s):

**Target Date(s)**

1. <i>Study and read research on school improvement and change.</i>	SY2018-2019
2. <i>Attend professional development training and conferences relevant to school improvement and the change process.</i>	SY2018-2019
3. <i>Review and reflect on school improvement plan and processes at my school.</i>	Summer 2019
4. <i>How are they tied in to the school's Academic and Financial plan?</i>	
5. <i>Implement and lead analyses of school improvement planning-systems, structures, and processes with teacher leaders at my school.</i>	SY2019-2020
6. <i>Develop a plan for improving school improvement planning structures and processes with teacher leaders, faculty, students, and School Community Council (to include professional development for teacher leaders).</i>	SY2019-2020 SY2020-2021
7. <i>Implement plans and processes.</i>	SY2020-2021 (Phase I) SY2021-2022 (Phase II) SY2022-2023 (Phase III)
8. <i>Review, monitor, and analyze effectiveness of components of systems, structures, and processes.</i>	SY2020-2021 (Phase I) SY2021-2022 (Phase II) SY2022-2023 (Phase III)

**III. Reflection: Write two or more paragraphs sharing insights about your learning and leadership experiences.**

Examples: Summarize impressions, recall supporting information, analyze learning, and construct new learning(s).

How does this compare to what you already knew about school improvement?

What made the difference in the outcomes?

What are your thoughts about your next steps?

How will you sustain the change/improvement?

\_\_\_\_\_  
School Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CAS Signature

\_\_\_\_\_  
Date

**Appendix D: Domains 2-6 Rubrics**

(Beginning on the following page)

## DOMAIN 2: PROFESSIONAL GROWTH AND LEARNING

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>2.1 Initiates professional development to improve leadership practice.</b>	Unwilling participant in professional development or rarely initiates professional development for self.	Participates in professional development, but does not incorporate learning in own practices.	Engages in professional development to develop, expand, or refine knowledge, skills, and abilities.  Makes connections and examines relevance and applications to his/her practices and from different perspectives and purposes.	Applies knowledge, experiences, and learning in new situations and changing contexts.  Draws upon internal and external resources to support learning and improvement.	Generates professional development opportunities for self and others to build leadership capacity and to affect change in practices.  Leads and supports others by coaching, collaborating, presenting consulting, and evaluating effectively.
<b>2.2 Reflects on leadership practices.</b>	Does not reflect on his/her leadership practices.	Considers and reviews decisions but does not consider the 2 <sup>nd</sup> and 3 <sup>rd</sup> level effects of his/her decisions on others.	Analyzes and evaluates the effectiveness of his/her thinking, behaviors, and decisions.  Considers his/her effect on others and impact on the school community.	Seeks and engages in collegial dialogue and professional learning communities.	Reflects on next steps and identifies actions for continuous improvement.
<b>2.3 Identifies strengths and areas for improvement.</b>	Does not recognize areas for improvement and the need for change.	Recognizes some strengths and areas for improvement, but does not act to bring about needed change.	Clarifies, defines, and increases awareness of his/her own thinking and behaviors to identify strengths and areas for improvement.	Plans for self-improvement; identifies the-- what, why, how, when, and the support that is needed.  Acts on plan.	Continues to self-monitor progress and growth.  Pursues ongoing learning.

## DOMAIN 2: PROFESSIONAL GROWTH AND LEARNING

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>2.4 Considers feedback from faculty, staff, parents, students, and community/ university partners in identifying strengths and needs.</b>	Immediately rejects or disregards feedback from school and community.	Listens and considers feedback, but usually rejects other perspectives.	<p>Recognizes and understands the value of multiple perspectives.</p> <p>Views feedback as an opportunity to improve performance and to learn from others.</p>	<p>Proactively seeks feedback and makes adjustments to Leadership Practice.</p> <p>Uses feedback to support improvement and learning in a variety of contexts.</p>	Proactively seeks feedback about the school's administrators, faculty, staff, and the school.
<b>2.5 Demonstrates commitment to continuous learning.</b>	Practices reflect satisfaction with the status quo rather than a commitment to learning and continuous improvement.	Verbally expresses a commitment to continuous learning, but this is not evidenced by administrator's decisions and practices.	<p>Demonstrates openness to continuous learning by participating in professional learning communities at the school and complex levels.</p> <p>Allocates school resources to support continuous learning and improvement for faculty, staff, and students.</p>	Creates the conditions necessary to support a school culture that believes in and advocates continuous learning for all--nurtures collaboration, inquiry, intellectual safety; respect; and resiliency.	Creates sustainable systems, programs, and structures to support continuous learning.

**DOMAIN 2: PROFESSIONAL GROWTH AND LEARNING**

<b>Descriptors</b>	<b>1 UNSATISFACTORY</b>	<b>2 MARGINAL</b>	<b>3 BASIC</b>	<b>4 EFFECTIVE <i>All of Basic and...</i></b>	<b>5 HIGHLY EFFECTIVE <i>All of Effective and...</i></b>
<b>2.6 Promotes partnerships and alliances to strengthen leadership skills and practices.</b>	Does not participate in professional activities or opportunities to enhance learning or leadership.	Limited interaction with other professional groups, all of which is not self-initiated.	Communicates an interest in establishing partnerships and alliances with professional organizations and/or affiliate organizations.  Participates in partnership events or activities to develop leadership skills and practices.	Seeks and engages in collaborative opportunities with partners and affiliates on a regular basis to deepen his/her understanding and to refine practices.	Assumes an active leadership role in professional organizations, partnerships, and/or affiliate organizations.

### DOMAIN 3: SCHOOL PLANNING AND PROGRESS

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<p><b>3.1 Develops an effective school improvement plan that is based on:</b></p> <ul style="list-style-type: none"> <li>• <b>A well-crafted needs assessment,</b></li> <li>• <b>A clearly defined and inclusive process for creating the plan,</b></li> <li>• <b>A defined implementation process, and</b></li> <li>• <b>An identified monitoring and evaluation system.</b></li> </ul>	<p>Academic/Financial plan (AFP) is written in isolation without collaboration.</p> <p>AFP is not aligned with the school's needs assessment.</p> <p>AFP goals do not show measurable outcomes.</p> <p>School's initiatives and outcomes are not aligned with the AFP.</p> <p>School has no monitoring system to ensure fidelity of implementation.</p>	<p>AFP is crafted by one individual or a small group within the school community.</p> <p>AFP goals demonstrate limited growth and some measurable outcomes.</p> <p>School's initiatives and outcomes are somewhat aligned to the AFP.</p> <p>AFP is monitored inconsistently without utilizing a systematic process.</p>	<p>AFP is crafted utilizing a collaborative process that includes family, staff, and the SCC.</p> <p>AFP goals demonstrate measurable outcomes based on student growth and learning.</p> <p>AFP is implemented fully with fidelity.</p> <p>Administration monitors AFP progress at least quarterly with faculty, staff, and SCC.</p> <p>School administration makes sound data based adjustments as necessary to ensure school improvement and academic achievement.</p>	<p>Progress on the AFP and student performance is shared with students, school faculty and staff, parents, and community.</p> <p>Input from student leaders, school faculty and staff, parents, and community is utilized to establish priorities, goals, and a vision for school improvement.</p>	<p>Successful programs, instructional approaches, and strategies are shared with feeder schools to support and build a continuum of learning for students.</p> <p>School Renewal is an expected outcome of the assessment, planning, implementation, monitoring, and evaluation process.</p>

### DOMAIN 3: SCHOOL PLANNING AND PROGRESS

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>3.2 Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process.</b>	No identified network of shareholders outside of the immediate school community.	Somewhat identified network of shareholders that sporadically participates in the school improvement process.	Functional networking system that consistently focuses on school improvement efforts.	Broad representation of the school community and stakeholders is present and serves as a system of support.	Members of the networking system contribute their leadership, knowledge, and skills to the school improvement process.

### DOMAIN 4: SCHOOL CULTURE

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>4.1 Develops and maintains a positive school culture.</b>	Unwillingness to acknowledge results of climate surveys and does not recognize areas of need for maintaining a positive school culture.	Gives little or no attention to needs that are identified in climate surveys (Tripod Student Survey, SQS).	Develops a positive school culture and safe learning environments. Supports curriculum, activities, and programs that promote safety in multi-cultural diverse classrooms throughout the school.	Builds and sustains structures, systems, and programs that promote a positive school culture. Utilizes Comprehensive Student Support System or CSSS and other data sources to conduct periodic reviews of progress and to identify areas needing adjustments.	Collaborates with all role groups to continuously improve school culture that is multi-dimensional and extends into the K-12 construct.

## DOMAIN 4: SCHOOL CULTURE

Descriptors	<b>1 UNSATISFACTORY</b>	<b>2 MARGINAL</b>	<b>3 BASIC</b>	<b>4 EFFECTIVE <i>All of Basic and...</i></b>	<b>5 HIGHLY EFFECTIVE <i>All of Effective and...</i></b>
<b>4.2 Sets high expectations for all the school community.</b>	Unwillingness to create or support high academic and behavior expectations as exhibited by frequently accepting poor academic performance and/or student behavior and fails to set high expectations or sets unrealistic goals.	Gives little or no attention to school-wide expectations for student achievement and behavior as evidenced by occasionally failing to hold students to these expectations and/or sets expectations without teacher and student input.	Sets clear expectations for student achievement and behavior with some teacher and student input.	Empowers teachers, staff, and students to set high expectations for learning and behavior in school community and ensures the use of practices that have been proven to promote student success.	Integrates school community role and partner groups into establishing and sustaining high academic and behavioral expectations for all learners.
<b>4.3 Enables teachers and students to work collaboratively and cooperatively.</b>	Permits a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures.	Tolerates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences and cultures.	Supports a learning environment that enables teachers and students to work together collaboratively and cooperatively with some consideration to students' experiences and cultures.	Creates a personalized and motivating learning environment where teachers and students collaboratively design meaningful and relevant learning opportunities that students recognize as connected to their experiences, needs, and cultures.	Nurtures and sustains a teacher-student centered culture where collaboration, trust, and high expectations create an environment whereby students engage in meaningful, relevant learning that is clearly connected to their experiences, culture, and futures.

## DOMAIN 4: SCHOOL CULTURE

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>4.4 Positively influences teachers and staff working conditions.</b>	Little or no attention is given to developing systems, structures, and processes that promote teachers and staff working conditions.	Attempts to ensure that well-defined routines and procedures are in place that address positive working conditions for teachers and staff, but does not complete the task or does so partially.	Develops and promotes well-defined routines and procedures that lead to positive working conditions.	Applies and sustains well-defined routines and procedures that promote positive working conditions AND monitors the extent to which teachers/staff perception of a positive work environment is on a regular basis.	Innovative in creating systems with all role groups that continuously improve teachers/staff working conditions.
<b>4.5 Sets a tone that supports continuous professional learning.</b>	Displays little or no evidence of new learning or sharing of learning with faculty and/or colleagues.	Applies and shares when required, professional learning practices within school.	Occasionally shares professional learning experiences with staff and/or colleagues but tends to rely on others to take the lead in facilitating professional development.	Personally leads professional development sessions <i>at various times</i> throughout the school year with staff and/or colleagues.	Establishes self as an active professional development presenter with staff and colleagues across the system, demonstrating with a commitment of time and intellect, the belief that continuous professional learning begins with the leader.

## DOMAIN 5: PROFESSIONAL QUALITITES AND INSTRUCTIONAL LEADERSHIP

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>5.1 Demonstrates a shared responsibility and shared Vision and Mission statements.</b>	Has a Vision and or Mission statements that may not necessarily align to the Department’s Strategic Plan or the school’s Academic and Financial Plan (AFP).	Writes and updates the Vision and Mission statements but does not involve individuals from a variety of role groups.  Statements are generally stated and do not necessarily reflect the needs of the school or current school initiatives.	Uses a collaborative strategy to review the Vision and Mission statements at least annually with only a select group of individuals who may not represent a variety of role groups.  Aligns the Vision and Mission statements to the Department’s and school’s plans and initiatives.	Provides opportunities for rich dialogue among all school role groups to periodically and systematically review and update the Vision and Mission statements.  Collects and uses data to identify needs that are addressed by the Vision and Mission statements.	Posts the Vision and Mission statements in the buildings and on planning documents and reports.  Uses the Vision and Mission statements as the basis for all decision making. As there is a sense of “ownership” for the Vision and Mission statements, various role group members can also articulate them.

## DOMAIN 5: PROFESSIONAL QUALITIES AND INSTRUCTIONAL LEADERSHIP

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>5.2 Monitors and continuously improves teaching and learning.</b>	<p>Allows for individual teacher practice and there is no systematic curriculum or instructional practices that meet the unique needs of students.</p> <p>Is unaware of what is happening in the classroom and in teacher data team meetings. There is no supervision of instruction.</p>	<p>Writes school curriculum without teacher input or regard to available student performance data.</p> <p>Visits classrooms and teacher data team meetings occasionally. Does not promote or expect best practices in all classrooms and teacher data teams.</p>	<p>Provides opportunities for teachers to write curriculum maps but does not systematically update them based on student data. Often visits classes and participates in conferences with teachers.</p> <p>Allows for instructional improvement opportunities as requested by individual teachers.</p>	<p>Assures that curriculum maps and related documents are current and reflect instruction in the classroom.</p> <p>Often visits classes and participates in conferences with teachers to improve instructional practices.</p> <p>Develops assessment and accountability system to monitor student progress and program effectiveness.</p> <p>Develops the instructional and leadership of teachers and staff.</p>	<p>Models continuous improvement as a learner and shares current research as appropriate.</p> <p>Promotes opportunities for teachers and staff to participate in action research and learning to promote best practices that meet the unique needs of students.</p> <p>Seeks and utilizes most effective and appropriate technologies to support teaching and learning.</p>

## DOMAIN 5: PROFESSIONAL QUALITITES AND INSTRUCTIONAL LEADERSHIP

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<p><b>5.3 Manages the organization and systems effectively and provides resources for a safe and high performing learning environment.</b></p>	<p>Is unaware of the allocated resources and there is no budget or plan to utilize human, fiscal, and technological resources.</p> <p>There is no planned use of resources to provide a safe and high performing learning environment.</p>	<p>Is aware of the allocated resources and although there is no plan for the use of resources, the school is generally safe and high performing learning environment.</p>	<p>Utilizes and is limited to using only allocated resources to manage and operate the daily activities of the school.</p> <p>The school is a safe and high performing learning environment.</p>	<p>Involves teachers and staff members in systematically developing, monitoring, and evaluating the management and operational systems.</p> <p>Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources in a planned manner.</p>	<p>Promotes and protects the welfare and safety of students and staff by constant progress monitoring and first hand experiences.</p> <p>Develops the capacity for distributed leadership in teachers and staff.</p> <p>Ensures teacher and organizational time is focused to support quality instruction and student learning.</p>

## DOMAIN 5: PROFESSIONAL QUALITIES AND INSTRUCTIONAL LEADERSHIP

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<p><b>5.4 Models integrity, fairness, and high ethical standards on a consistent basis.</b></p>	<p>Prefers to use position to reward some people and to withhold favor from those who are not in agreement.</p> <p>There is no due process in decision making and people in general do as they wish until reminded otherwise.</p> <p>Takes advantage of one's position to obtain favor from others and gives the attitude of being above the rules.</p>	<p>Does not always have a consistent basis for decision making.</p> <p>Handles issues on a case by case basis which may sometimes be in conflict with stated laws, policies, rules, and regulations of the Department, school, and classroom discipline plans.</p>	<p>Is aware of and complies with laws, policies, rules, and regulations and occasionally refers to them to support decision making.</p> <p>Occasionally will make exceptions based on emotions. However, does expect others to comply with school and classroom rules with some exceptions.</p>	<p>Consistently applies the laws, policies, rules, and regulations and appropriately balances with understanding and attention to the unique needs of others.</p> <p>Follows the laws, policies, rules, and regulations so others expect and accept decisions that are based on fairness and equity.</p>	<p>Ensures a system of accountability for every student's academic success.</p> <p>Models principles of self-awareness, reflective practice, transparency, and ethical behavior.</p> <p>Safe guards the values of democracy, equity, and diversity.</p> <p>Considers and evaluates the potential moral and legal consequences of decisions. Promotes social justice and ensures that individual student needs inform all aspects of schooling.</p>

## DOMAIN 5: PROFESSIONAL QUALITIES AND INSTRUCTIONAL LEADERSHIP

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<b>5.5 Advocates for teachers and students.</b>	Chooses not to “interfere” with the work of others and is unaware of what is happening in the school and the classrooms. People generally do not seek administrative support as they know they are “on their own.”	Relies on teachers and students to resolve their own issues. Will be involved only if requested or required by others.  Accepts that mediocre teaching and occasional behavior issues will occur.	Establishes program and systems that promote and protect the welfare and safety of students and staff.	Ensures that teacher and organizational time is focused to support teacher success with quality instruction and student learning. Establishes and monitors a behavior management system for the school and the classrooms.  There is a feeling of security that teachers and students are supported.	Utilizes data to continually set high expectations for teacher and student success.  Recognizes highly effective teachers, staff, and students.
<b>5.6 Promotes civic responsibility.</b>	Believes that some people are different and should be treated differently and does not use a standard for decision making. Does not hold people responsible for their decisions or behaviors, whether right or wrong.  Keeps the school disconnected from the community and its needs.	Relies on teachers to manage their students as they see fit.  Is not involved or does not participate in activities which promotes responsibility for the school or classroom or to celebrate the diversity in the school.	Has written school rules to support student responsibility to self and others. Utilizes these rules as a basis for decisions regarding students.  Expect teachers and students to model and demonstrate responsibility to self and others.	Safeguards the values of democracy, equity, and diversity by ensuring that individual student needs inform all aspects of schooling. Openly advocates for children, families, and caregivers.	Acts to influence local, district, state, and national decisions affecting student learning.  Supports teachers and student involvement in civic activities.

## DOMAIN 6: STAKEHOLDER SUPPORT AND ENGAGEMENT

Descriptors	<b>1 UNSATISFACTORY</b>	<b>2 MARGINAL</b>	<b>3 BASIC</b>	<b>4 EFFECTIVE <i>All of Basic and...</i></b>	<b>5 HIGHLY EFFECTIVE <i>All of Effective and...</i></b>
<b>6.1 Initiates and facilitates parent and community participation in school-wide activities and initiatives.</b>	Principal demonstrates a pattern of missed opportunities for engagement with parents and community.	Principal and school participate in required school community partnerships but do not seek out additional or optional opportunities.	Principal and school participate in school community partnerships provided by the community, state, and/or district.	Principal arranges for and facilitates school community partnerships that support student achievement and school priorities.	Principal initiates and arranges for school-community partnerships that demonstrate highly effective support for student achievement and school, district, and state & federal priorities.
<b>6.2 Engages openly in shared problem solving and decision making, maintaining a school culture of transparency and trust within the school community.</b>	Principal makes most decisions in isolation. There is no evidence that there is consultation with community or staff.	Principal, faculty leadership team make most decisions, but do not include community.  There may be some communication concerning decisions with school community.	Principal, faculty leadership team make most decisions and seeks advice of the SCC.  There is established, regular communication with school community.	Students and community members are actively consulted in decisions.	Key partner organizations, and representative key community members actively participate in decision-making activities.

## DOMAIN 6: STAKEHOLDER SUPPORT AND ENGAGEMENT

Descriptors	1 UNSATISFACTORY	2 MARGINAL	3 BASIC	4 EFFECTIVE <i>All of Basic and...</i>	5 HIGHLY EFFECTIVE <i>All of Effective and...</i>
<p><b>6.3 Promotes open, effective and collaborative modes of communication with staff, families, and the surrounding community.</b></p>	<p>Principal does not understand the importance or engage in open communication with staff, families, and community.</p>	<p>Principal understands the importance of open communication with staff, families, and community. There is evidence of infrequent communication.</p>	<p>Principal works with others to establish a system of open communication that provides regular, timely information for the school community.</p> <p>Principal and staff implement communication systems that fosters dialogue and collaboration between the school faculty/staff and individual students, parents, and community members.</p>	<p>Communication systems support networking, collaboration, and engagement of stakeholders in making important decisions.</p> <p>Faculty, staff, students, families, and other community members are informed about the communication systems; understand how to access information; and believe their participation in networking, collaboration, and stakeholder gatherings are important and beneficial to the school as well as to themselves.</p>	<p>Information is provided in different formats in multiple ways through different media to engage all members of the school community.</p>

## DOMAIN 6: STAKEHOLDER SUPPORT AND ENGAGEMENT

Descriptors	<b>1 UNSATISFACTORY</b>	<b>2 MARGINAL</b>	<b>3 BASIC</b>	<b>4 EFFECTIVE <i>All of Basic and...</i></b>	<b>5 HIGHLY EFFECTIVE <i>All of Effective and...</i></b>
<b>6.4 Builds positive relationships that are culturally responsive to diverse stakeholders.</b>	Principal considers the community and school as separate entities.	Principal acknowledges that school and community are inextricably linked. However, there is limited engagement with a few components of the school community.	Principal acknowledges that school and community are inextricably linked. There are efforts to engage all components of the school community.	Principal promotes understanding and use of the community's diverse cultural and social resources through planned activities and events that are valued by all components of the community.	Plans and implements activities that increase positive connections with people to create an environment that supports and nurtures effective teaching and student learning and success for all students.

## **Appendix E: Glossary of Terms**

### **Attendance Rate**

The attendance rate is the percent of students who are physically present and accounted for on regular school days in a given year.

### **Chronic Absenteeism**

The chronic absenteeism rate is the percentage of students that are absent for 15 or more school days a year (excluding medical emergencies). On the Strive HI Performance System, chronic absenteeism rates fall into one of five quintiles — very low absenteeism, low absenteeism, average absenteeism, high absenteeism, very absenteeism — each of which has been assigned its own respective point value.

### **College-Going Rate**

Consistent with Strive Hi, college-going rate is defined as the “total percentage of students who enrolled in any institution of higher education within 16 months of earning a regular high school diploma.” The college enrollment is calculated using data provided by the National Student Clearinghouse and analyzed by Hawaii P-20. These data include records on more than 98 percent of all students in public and private U.S. institutions, including the UH system, Chaminade, and Hawaii Pacific University.

### **Gap Rate (Current Year)**

The current year gap rate is a comparison between proficiency rates of students in the “High Needs” (HN) or “Non-High Needs” (NHN) student groups. The current-year gap rate is calculated by dividing the difference between the NHN and HN proficiency rates by the NHN proficiency rate  $((\text{NHN} - \text{HN})/\text{NHN})$ .

### **Graduation Rate**

The graduation rate measures the rate of student 9-12 completion within a four-year cohort. All states, including Hawaii, are required to calculate graduation rates using a four-year adjusted cohort rate as defined in federal 2008 regulations.

The four-year adjusted cohort graduation rate is federally defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.

### **Median Student Growth Percentile**

Growth is a measure of progress in academic achievement. The Hawaii Growth Model compares the progress of individual students on the State Assessment relative to others with a similar achievement history, known as their academic peers. This comparison is quantified as a Student

Growth Percentile or SGP. The Median SGP is calculated by taking the individual SGPs of all the students in the school being analyzed, ordering them from lowest to highest, and identifying the middle score (the median). The Median SGP indicates how much growth a school's students are making as a whole.

## Appendix F: What is Professional Development



### What is PROFESSIONAL DEVELOPMENT?

- Intellectual, social and emotional engagement with ideas.
- In the organization it is accompanied with differentiated systems of support.
- It is inquiry-based, promotes experimentation, research and higher levels of thinking.
- It is provided with the understanding that learning is a continuous process; increased knowledge and skill is acquired over a period of time; and, when contexts change learning renews and applications change.
- It builds on current knowledge and strengths of individuals, groups and the organization.

#### **SELF**

- Research and Inquiry that informs personal and professional decision-making and practice;
- Reflection and Renewal for learning and continuous improvement;
- Coaching (cognitive) -- Self-directed; self-managing; self-monitoring; self-modifying;
- Facilitating personal/professional development.

#### **COLLABORATING WITH COLLEAGUES AND CONSTITUENCY**

- Solve Problems;
- Apply and test shared ideas;
- Learn together;
- Facilitate.

#### **CONSULTING; PRESENTING; TRAINING\***

- Increase content knowledge, pedagogy and skills, competencies of participant;
- Institutionalize accepted standards, practices and policies.

*\*Note: Training when used excessively provides shallow and fragmented content and subjects participants to passive roles as they participate in scripted workshops; a one size fits all approach.*

#### **LEADERSHIP DOMAINS**

Sustainable Goals; Strategic Focus; Effective Action; Social Capacity.

References: Lee Teitel, David Crislip, Art Costa, Robert Garmston, Bruce Wellman

## **Appendix G: Evaluation Timelines and Process**

### **Type A: Evaluation Timeline and Process**

#### Within the first month of appointment to the position:

1. In a pre-evaluation conference, CAS and Principal meet to discuss the Principal's professional development needs, strategies, and plans to address each area in Domains 1-6. Discuss and identify the supports that are necessary for his/her success.
2. Agree upon measures and targets for Domains 1-6 and complete the Pre-Evaluation Conference section of the CESSA Annual Review form (Form 500-0025, Appendix I). As the probation period does not align with annual receipt of Strive HI data, measures and targets for Domain 1, should be selected with consideration of the school's Academic Plan (see page 24).
3. Principal develops their Professional Development Plan (PDP, Appendix C) and submits to CAS by a date agreed upon at the pre-evaluation conference. The PDP may be used to measure (evaluate) progress on specific goals for Domains 2-6.

#### During the probation year:

4. When Strive HI results are made available (Mid-September) and/or should the school year change within the middle of a probation period, CAS and Principal should review Domain 1 and adjust targets and measures as necessary.
5. Prior to the end of the first six months of probation, CAS makes early identification of Principals rated less than Basic on Domains 2-6 and provides targeted interventions and support.
6. 75 days before the end of probation, for Principals with less than satisfactory performance (rated below Basic), CAS shall inform and discuss with Principal the performance issues and continue to provide assistance for improvement.

#### End of probation year (30 calendar days prior to last day of probation):

7. The CAS discusses the Principals accomplishments, school's current status in school improvement, and student education growth outcomes in Domains 1-6. The end-of-probation-period discussion should include a review of measures established at the Pre-Evaluation Conference.
8. The CAS informs the Principal of his/her rating for each Domain and the rationale for the ratings during a summative evaluation conference and completes the CESSA Annual Review form (Form 500-0025, Appendix I).
9. CAS should submit copy of the completed CESSA Annual Review form to the Office of Talent Management (OTM) within 30 days of completion.

10. For Principals rated less than Basic, CAS submits recommendation(s) and other supporting documentation to the Deputy Superintendent and Superintendent. For Principal's rated as Marginal the probation period shall be extended for one (1) additional year (Unit 6 Contract, Article 12).

### **Type B: Evaluation Timeline and Process**

#### Prior to the beginning of school (June – July):

1. In a pre-evaluation conference, CAS and Principal meet to discuss the Principal's professional development needs, strategies, and plans to address each area in Domains 1-6. Discuss and identify the supports that are necessary for his/her success.
2. For Tenured Principals continuing at their same school, CAS and Principal meet to discuss the Principal's leadership and practices (Domains 2-6) from the prior school year, review progress on the Principal's PDP, and complete ratings based on Domain 2-6 rubrics (Appendix D) and the overall Domain 2-6 rubric (page 28). CAS will enter ratings on the prior year's CESSA Annual Review form (Appendix I).
3. CAS and Principal should then set measures and targets for Domains 1-6 for the current school year and record within the Pre-Evaluation Conference section of the CESSA Annual Review form.
4. Principal develops or updates their PDP (Appendix C) and submits to CAS by a date agreed upon at the pre-evaluation conference. The PDP may be used to measure (evaluate) progress on specific goals for Domains 2-6.

#### September - October:

5. In Mid-September, Strive HI School Accountability data is published to the ARCH ADC website.
6. For tenured Principals in their first year at a school, CAS and Principal meet to review Strive HI results and may adjust Domain 1 measures and targets for the current school year as necessary.
7. For tenured Principals continuing at their same school, CAS and Principal meet to review and discuss Domain 1 outcomes and determine a rating based on the Domain 1 rubric (page 27). The CAS shall also discuss and determine the Principal's Overall Performance Rating based on the CESSA Performance Matrix (page 29) and complete the prior school years rating on the CESSA Annual Review form, within 45-days after publication of the Strive HI results. The CAS and Principal may also adjust Domain 1 measures and targets for the current school year as necessary.

8. For Principals completing their fifth (5<sup>th</sup>) year of interim annual ratings, CAS shall determine and inform Principal of the 5-year Summative Rating, and discuss performance goals that will serve as basis for the Principals PDP for the next five years.
9. CAS shall submit a copy of completed CESSA Annual Review form to the Office of Talent Management (OTM) within 30-days of completion.
10. For Principals rated less than Basic, CAS submits recommendation(s) and other supporting documentation to the Deputy Superintendent and Superintendent.

December – January

11. Prior to the start of second semester, CAS makes early identification of Principals rated less than Basic on Domains 2-6, and provides targeted interventions and supports for improvement.

## Appendix H: Calendar Timelines

### Type A: Annual Summative Evaluation for Probationary and Tenured Promoted Transferring Principals

#### Principal appointed in July

School Year 2018 - 2019												
2018						2019						
July	August	September	October	November	December	January	February	March	April	May	June	July
Set Domain 1-6 Measures and Targets for SY 2018-19		Review Strive HI Results from SY 2017-18 <sup>1</sup>	Adjust Domain 1 for SY 2018-19 <sup>2</sup> as necessary		Early Identification of less than Basic Performance <sup>3</sup>				For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>		Complete Domain 1-6 Ratings for SY 2018-19 <sup>5,6</sup>	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>  Set Domain 1-6 Measures and Targets for SY 2019-20

#### Principal appointed in August

School Year 2018 - 2019												
2018					2019							
August	September	October	November	December	January	February	March	April	May	June	July	August
Set Domain 1-6 Measures and Targets for SY 2018-19	Review Strive HI Results from SY 2017-18 <sup>1</sup>	Adjust Domain 1 for SY 2018-19 <sup>2</sup> as necessary			Early Identification of less than Basic Performance <sup>3</sup>				For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>		Complete Domain 1-6 Ratings for SY 2018-19 <sup>5,6</sup>  Set Domain 1-6 Measures and Targets for SY 2019-20	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>

#### Notes

1. Strive HI results released in ARCH ADC around Mid-September.
2. Adjust Domain 1 measures and targets as necessary, based on review of previous school years Strive HI results.
3. Prior to end of first six months of probation, CAS makes early identification of principal performing less than Basic and continues to provide targeted interventions and supports.
4. 75 days prior to end of probation, CAS informs Principals performing less than Basic of performance issues and continues to provide supports.
5. CAS discusses and informs principal of Domain 1-6 Rating(s).
6. CAS makes recommendation(s) to Superintendent for action as necessary, and provides supporting documentation.
7. CAS submits final rating forms to OTM-Educator Effectiveness Section, within 30 days of completion.

**Type A: Annual Summative Evaluation for Probationary and Tenured Promoted Transferring Principals (continued)**

**Principal appointed in September**

School Year 2018 - 2019												
2018				2019								
September	October	November	December	January	February	March	April	May	June	July	August	September
Review Strive HI Results from SY 2017-18 <sup>1</sup>					Early Identification of less than Basic Performance <sup>3</sup>				For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>	Set Domain 1-6 Measures and Targets for SY 2019-20	Complete Domain 1-6 and Overall Performance Rating <sup>5, 6</sup>	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>
Set Domain 1-6 Measures and Targets for SY 2018-19									Review school year outcomes for Domain 1			

**Principal appointed in October**

School Year 2018 - 2019												
2018			2019									
October	November	December	January	February	March	April	May	June	July	August	September	October
Set Domain 1-6 Measures and Targets for SY 2018-19					Early Identification of less than Basic Performance <sup>3</sup>			Review school year outcomes for Domain 1	For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>		Complete Domain 1-6 and Overall Performance Rating <sup>5, 6</sup>	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>
									Set Domain 1-6 Measures and Targets for Quarter 1 of SY 2019-20			

**Notes**

1. Strive HI results released in ARCH ADC around Mid-September.
2. Adjust Domain 1 measures and targets as necessary, based on review of previous school years Strive HI results.
3. Prior to end of first six months of probation, CAS makes early identification of principal performing less than Basic and continues to provide targeted interventions and supports.
4. 75 days prior to end of probation, CAS informs Principals performing less than Basic of performance issues and continues to provide supports.
5. CAS discusses and informs principal of Domain 1-6 Rating(s).
6. CAS makes recommendation(s) to Superintendent for action as necessary, and provides supporting documentation.
7. CAS submits final rating forms to OTM-Educator Effectiveness Section, within 30 days of completion.

**Type A: Annual Summative Evaluation for Probationary and Tenured Promoted Transferring Principals (continued)**

**Principal appointed in November**

School Year 2018 - 2019							School Year 2019 - 2020					
2018		2019										
November	December	January	February	March	April	May	June	July	August	September	October	November
Set Domain 1-6 Measures and Targets for SY 2018-19					Early Identification of less than Basic Performance <sup>3</sup>		Review school year outcomes for Domain 1	Adjust Domain 1-6 Measures and Targets for Quarter 1 of SY 2019-20	For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>		Complete Domain 1-6 and Overall Performance Rating <sup>5,6</sup>	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>

**Principal appointed in December**

School Year 2018 - 2019							School Year 2019 - 2020					
2018	2019											
December	January	February	March	April	May	June	July	August	September	October	November	December
Set Domain 1-6 Measures and Targets for SY 2018-19					Early Identification of less than Basic Performance <sup>3</sup>	Review school year outcomes for Domain 1	Adjust Domain 1-6 Measures and Targets for Quarter 1 of SY 2019-20		For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>		Complete Domain 1-6 and Overall Performance Rating <sup>5,6</sup>	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>

**Notes**

1. Strive HI results released in ARCH ADC around Mid-September.
2. Adjust Domain 1 measures and targets as necessary, based on review of previous school years Strive HI results.
3. Prior to end of first six months of probation, CAS makes early identification of principal performing less than Basic and continues to provide targeted interventions and supports.
4. 75 days prior to end of probation, CAS informs Principals performing less than Basic of performance issues and continues to provide supports.
5. CAS discusses and informs principal of Domain 1-6 Rating(s).
6. CAS makes recommendation(s) to Superintendent for action as necessary, and provides supporting documentation.
7. CAS submits final rating forms to OTM-Educator Effectiveness Section, within 30 days of completion.

**Type A: Annual Summative Evaluation for Probationary and Tenured Promoted Transferring Principals (continued)**

**Principal appointed in January**

School Year 2018 - 2019						School Year 2019 - 2020						
						2019						2020
January	February	March	April	May	June	July	August	September	October	November	December	January
Set Domain 1-6 Measures and Targets for SY 2018-19					Review school year outcomes for Domain 1  Early Identification of less than Basic Performance <sup>3</sup>	Adjust Domain 1-6 Measures and Targets for Semester 1 of SY 2019-20			For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>		Complete Domain 1-6 and Overall Performance Rating <sup>5,6</sup>	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>

**Principal appointed in February**

School Year 2018 - 2019					School Year 2019 - 2020							
					2019						2020	
February	March	April	May	June	July	August	September	October	November	December	January	February
Set Domain 1-6 Measures and Targets for SY 2018-19				Review school year outcomes for Domain 1	Early Identification of less than Basic Performance <sup>3</sup>  Adjust Domain 1-6 Measures and Targets for Semester 1 of SY 2019-20				For Principals performing less than Basic, CAS to discuss performance issues and continue to provide supports <sup>4</sup>		Complete Domain 1-6 and Overall Performance Rating <sup>5,6</sup>	CAS submits copy of CESSA Annual Review form to OTM. <sup>7</sup>

**Notes**

1. Strive HI results released in ARCH ADC around Mid-September.
2. Adjust Domain 1 measures and targets as necessary, based on review of previous school years Strive HI results.
3. Prior to end of first six months of probation, CAS makes early identification of principal performing less than Basic and continues to provide targeted interventions and supports.
4. 75 days prior to end of probation, CAS informs Principals performing less than Basic of performance issues and continues to provide supports.
5. CAS discusses and informs principal of Domain 1-6 Rating(s).
6. CAS makes recommendation(s) to Superintendent for action as necessary, and provides supporting documentation.
7. CAS submits final rating forms to OTM-Educator Effectiveness Section, within 30 days of completion.

Principals newly appointed in March - June, consult Office of Talent Management

**Type B: Annual Interim Evaluation with 5-Year Summative for Tenured Principals and Tenured Lateral Transferred Principals**

School Year 2018 - 2019						School Year 2019 - 2020					
2018						2019					
July	August	September	October	November	December	January - May	June	July	August	September	October
<b>For All:</b> Set Domain 1-6 Measures and Targets for SY 2018-19  <b>For Principals Continuing at same school:</b> Complete Domain 2-6 Ratings for SY 2017-18 <sup>1</sup>		<b>For All:</b> Review Strive HI Results from SY 2017-18 <sup>2</sup>	<b>For All:</b> Adjust Domain 1 for SY 2018-19 <sup>3</sup> as necessary  <b>For Principals Continuing at same school:</b> within 45 days of Strive HI release, complete Domain 1 and Annual Interim Performance Rating for SY 2017-18 <sup>4,5</sup> ; Complete 5th-year summative rating as applicable	<b>For All:</b> CAS submits copy of CESSA Annual Review forms to OTM <sup>5</sup>	<b>For All:</b> Early Identification of less than Basic Performance <sup>7</sup>		<b>For All:</b> Complete Domain 2-6 Ratings for SY 2018-19 <sup>1</sup>  Set Domain 1-6 Measures and Targets for SY 2019-20			<b>For All:</b> Review Strive HI Results from SY 2018-2019 <sup>2</sup>	<b>For All:</b> Adjust Domain 1 for SY 2019-20 <sup>3</sup> as necessary  Within 45 days of Strive HI release, complete Domain 1 and Annual Interim Performance Rating for SY 2018-19 <sup>4,5</sup> ; Complete 5th-year summative rating as applicable

**Notes**

1. CAS discusses and informs principal of Domain 2-6 Rating(s). For Performance Rating(s) less than Basic, CAS informs Superintendent and continues to provide targeted interventions and supports.
2. Strive HI results released in ARCH ADC around Mid-September.
3. Adjust Domain 1 measures and targets as necessary, based on review of previous school years Strive HI results.
4. Domain 1 Rating is completed and CAS discusses and informs principal of Annual Interim Performance Rating, no later than 45 days after Strive HI release.
5. CAS makes recommendation(s) to Superintendent for action as necessary, and provides supporting documentation.
6. CAS submits final rating forms to OTM-Educator Effectiveness Section, within 30 days of completion.
7. CAS makes early identification of principal performing less than Basic and continues to provide targeted interventions and supports.

## Appendix I: How to Use the CESSA Form

In general, either the Principal or the CAS should complete all fields labeled in blue. There are data validation rules in those fields that require digits. This will be further explained below.

### Employee Information (lines 9-25)

The employee information is completed by the Principal.

9	<b>EMPLOYEE INFORMATION</b>		
10	Please enter principal last name, first name and employee ID number.		
11	Name: <input type="text"/> <input type="text"/> <input type="text"/> Employee ID: <input type="text"/>		
12	<i>Last</i>	<i>First</i>	<i>M.I.</i>
13	Please enter the school name, school code and the complex area code.		
14	School: <input type="text"/>	School Code: <input type="text"/>	Complex Area: <input type="text"/> Complex Area Code: <input type="text"/>
15			
16	Evaluation cycle: <input type="text"/>	to <input type="text"/>	Evaluation period: <input type="text"/> to <input type="text"/>
17	<i>(1st year)</i>	<i>(5th year)</i>	<i>(mm/dd/year)</i> <i>(mm/dd/year)</i>
18			
19	Evaluated by: <input type="text"/>		Evaluator position: <input type="text"/>
20			
21			
22			
23			
24	Interim: <input type="text"/>	Summative: <input type="text"/>	<input type="text"/> <i>&lt;Select One&gt;</i>
25	<i>(choose year 1-4)</i>	<i>(choose "Yes" or "No")</i>	<i>Select either Probationary or Tenured</i>

1. Enter Principal's last and first name (middle initial optional).
2. Enter Principal's Employee ID, which is an eight-digit number higher than 10000000.
3. The school code is keyed in. The school code will be a 3-digit number starting at 100.
  - a. In the cases in which a school code is not present (examples: new schools or location changes), the CAS should request a blank CESSA form from the Educator Effectiveness Section of the Office of Human Resources.
4. The evaluation cycle years will be identified using the drop down menu. The evaluation period will be entered in the mm/dd/yyyy format.
5. The interim year number will be identified as well as whether it is a Summative Evaluation.
6. Identify whether the Principal being evaluated is probationary or tenured.

## Pre-Evaluation Conference

### Domain 1: Student Educational Outcomes (lines 42-83)

It is important to note that only Principals who have been at their campus for the majority of the academic year will be evaluated using all CESSA domains. Those who have not been at their campuses for the majority of the year will not have Domain 1 included in their evaluation.

1. The date of the Pre-Evaluation Conference will be recorded under "Pre-Evaluation Conference" on line 40 by either the CAS or Principal.
2. The Principal and CAS will collaborate to select descriptors and targets for the five indicators from the Strive HI results, in addition to the additional indicators found there.

The Principal and CAS will identify the indicator from the dropdown menu, enter the progress from the previous year (“last year”) and enter the target for the current cycle. If “Other” is chosen from the dropdown menu for any of the indicators, the selected indicator should be described on the line just below the “Other” designation (e.g. for Target #1, this would be line 56). These measures should be used as a benchmark for informing current school year goal setting.

**Domains 2-6: Principal Leadership Practice (lines 86-110)**

The Principal will select a descriptor for each domain as well as the measures for identifying progress per descriptor from the dropdown menus (e.g. lines 90 and 91 for the 2<sup>nd</sup> domain). If the Principal wants to identify other measures not listed in the dropdown menus, this can be done in the space labeled “if other measure is chosen, describe here,” (e.g. line 93).

84	<b>PRE-EVALUATION CONFERENCE:</b>			
85				
86	<b>DOMAINS 2-6: Principal Leadership and Practice Goals</b>			
87	<b>INSTRUCTIONS: Principal will select at least one descriptor for each domain and one or more measurements (evidence)</b>			
90	Domain 2 Descriptors	<choose from list>		
91	Domain 2 Measure (s)	<choose one>	Optional additional Measure:	<choose one>
92	<i>if "Other" measure is chosen, describe here:</i>			
93				

The Principal and CAS will sign to acknowledge the holding of the Pre-Evaluation Conference. This can be done electronically by typing signatures into the open cells on line 112. Principal and CAS will identify the conference date underneath the signature line using the mm/dd/yyyy format.

**Evaluation Conference (lines 118-435)**

The purpose of the evaluation conference is for the CAS and Principal to meet and collaboratively analyze the evidence collected throughout the year per domain and agree upon the corresponding performance ratings according to the CESSA rubrics. Both CAS and Principal should bring additional evidence to conference for the purpose of enhancing and/or supporting the rubric-based conversation. If the CAS and Principal do not agree on performance ratings for any domain, the CAS will make the final decision.

**Domain 1: Student Educational Outcomes (lines 119-214)**

1. Principal or CAS will enter the date for the Post-Evaluation Conference in the open fields on line 123. The “Interim” and “Summative” fields on line 125 will populate from the “Employee Information” section.

- It is the responsibility of the Principal to enter the 2016-2017 school targets (e.g. specific Growth Indicators, Achievement Indicators, Additional Indicators) on lines 130, 142, 154, 165, and 176, as applicable.

125	DOMAIN 1 STUDENT GROWTH, ACHIEVEMENT, and/or STRIVE HI			Interim: ?	Summative: ?
126	Indicator #1			Target Met or Not Met:	<Select One>
127					
128					
129					
130	Indicator 1:	<choose one>	0		
131			Target		(actual results)

- Based on the evidence provided at the evaluation conference, and a discussion between the CAS and the Principal, the CAS will identify whether the five 2018-2019 Domain 1 measures meet or do not meet the targets by using the dropdown menu for “Met” or “Not Met” on lines 127, 139, 151, 162, and 173, as applicable. If the MGP score is selected for at least one indicator, use the performance level table on page 23 of this manual to determine its “Met” or “Not Met” status (see an example of Indicator #2 below).

139	Indicator #2		Target Met or Not Met:	<Select One>
140				
141				
142	Indicator 2:	<choose one>	0	
143			Target	(actual results)
144	Notes:			

- The CAS will then complete the Commendations and Recommendations section on lines 188-210 and assign a rating on line 213 using the Domain 1 rubric “insert rating” dropdown menu:

188	<b>Commendations:</b>	
189		
190		
191		
192		
193		
194		
195		
196		
197		
198		
199		
200	<b>Recommendations:</b>	
201		
202		
203		
204		
205		
206		
207		
208		
209		
210		
211		
212	<b>CAS to use the CESSA Rubric to assign a performance level for all of Domain 1:</b>	
213		<INSERT RATING>
214		

**Domain 1: Student Educational Outcomes for 5<sup>th</sup> Year Summative Rating (line 217)**

After receiving the 5<sup>th</sup> year Strive HI data for principals’ who have been tenured at the same school for the last five school years; the CAS will review Domain 1’s year 1-5 ratings and select a 5-year summative rating from the dropdown menu on line 217. The CAS should share the rationale for this rating with the principal.

216	<b>CAS will assign a 5-year Summative performance level for Domain 1:</b>	
217	<i>(Applicable for principals in their 5th year of evaluation as a tenured principal at the same school)</i>	<INSERT RATING>
218		

**Domains 2-6: Principal Leadership and Practice (lines 219-423)**

1. The CAS will discuss the evidence provided at the evaluation conference with the Principal and rate the evidence for Domains 2-6 using the rubric (included in Appendix D, which is identified on page 36, but starts on page 37 of this manual). To accomplish this, the CAS will select the performance rating from the “insert rating” dropdown menus per domain (Domain 2: line 254; Domain 3: line 292; Domain 4: line 336; Domain 5: line 382;

Domain 6: line 419). As an example, Domain 2 is shown below:

253	CAS to determine the performance level for Domain 2 using the CESSA Rubric:	
254		<INSERT RATING>
255		

- After collaborating with the Principal to determine the individual performance level selections for Domain 2-6, the CAS will use these ratings to determine the composite ratings for these five domains. Use the Principal Leadership and Practice Rubric (page 28) of this manual) to determine the overall performance level for these domains. The CAS will annotate this selection on line 422 using the “insert rating” dropdown menu.

3.

421	CAS to use the CESSA Rubric to assign a performance level for Domains 2-6:	
422		<INSERT RATING>
423		UNSATISFACTORY
424	CAS will assign a 5-year Summative performance level for Domains 2-6:	MARGINAL
425	<i>(Applicable for principals in their 5th year of evaluation as a tenured principal at the same school)</i>	BASIC
426		EFFECTIVE
427		HIGHLY EFFECTIVE
		N/A

### Domains 2-6: Principal Leadership and Practice for 5<sup>th</sup> Year Summative Rating (line 425):

After reviewing Domains’ 2-6 composite ratings over the last five school years for principals who have been tenured at the same school for this evaluation period; the CAS will select a 5-year summative rating from the dropdown menu on line 425. (See paragraph 3 above). The CAS should share the rationale for this rating with the principal.

### Annual Overall Rating of Professional Leadership Performance

The CESSA’s overall rating (lines 428-434) will populate according to the Overall Performance Matrix (page 29 of this manual) once the CAS has selected the performance levels for each half of the evaluation (Domain 1: Student Educational Outcomes (line 213) and Domains 2-6: Principal Leadership and Practice (line 422)).

428	<b>ANNUAL OVERALL RATING OF PROFESSIONAL LEADERSHIP PERFORMANCE:</b>		
429			
430	<b>I. STUDENT EDUCATIONAL</b>	<b>II. PRINCIPAL LEADERSHIP</b>	<b>OVERALL RATING:</b>
431	<b>OUTCOMES (Domain 1):</b>	<b>PRACTICE (Domains 2-6):</b>	
432	<INSERT RATING>	<INSERT RATING>	<b>INSERT RATINGS ABOVE</b>
433			
434			

1. The CAS should provide overall comments, commendations, and recommendations to the Principal in lines 448-521.
2. If a tenured Principal is in the fifth year of his/her 5-year Summative Evaluation cycle, the CAS must select the holistic, overall summative rating for the 5-year period in the top portion of the Comments section (lines 448-462) of the CESSA Form. From high to low, this summative rating can range from Highly Effective-Effective-Basic-Marginal-Unsatisfactory, and must be based on a review of the Principal's performance for the complete 5-year period. The CAS should include the rationale for this summative rating in this same section of the CESSA Form.

446	Evaluator			<i>The CAS will annotate a holistic, overall summative rating--<u>only</u> for principals in their 5th year Summative Evaluation--on the following line:</i>											
447	Comments:														
448				<INSERT RATING>											
449															
450															

3. The Principal should provide comments in lines 525-566.
4. The Principal and CAS will sign and date the form at the end, on lines 571 and 575, respectively. This can be done electronically by typing the information into the open cells or by printing the form and signing it by hand.