PRINCIPAL
EVALUATION GUIDEBOOK

OFFICE OF LEADERSHIP DEVELOPMENT AND SCHOOL IMPROVEMENT

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EQUITY AND EXCELLENCE

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Karen B. Salmon, Ph.D.
State Superintendent of Schools

Carol A. Williamson, Ed.D.
Deputy State Superintendent of Teaching and Learning

Brigadier General Warner I. Sumpter (Ret.)
President, Maryland State Board of Education

Office of Leadership Development and School Improvement

Tiara Booker-Dwyer, Assistant State Superintendent

Edmund Mitzel, Executive Director

Dr. Brian Eyer, Coordinator of Leadership Development

Morrall Thompson, Coordinator of Systemic Improvement

Laura Liccione, Coordinator of Academic Improvement

Dr. Mary Minter, School Leadership and Turnaround Support Specialist

Dr. Felicia Lanham Tarason, School Leadership and Turnaround Support Specialist

Tara Corona, Continuous Improvement Specialist

Teri Windley, Management Associate

Hazel Hamond-Terry, Management Associate

Mid-Atlantic Comprehensive Center

Caitlin Beatson, Deputy Director

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For inquiries regarding this publication, **please** contact Edmund Mitzel, Executive Director, 410-767-0348, edmund.mitzel@maryland.gov

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SECTION I:

OVERVIEW

In February 2017, the Maryland State Board of Education adopted the Professional Standards for Educational Leaders[1] (PSEL). The PSEL define the practice of an effective school leader to support the academic success and well-being of each student. These standards guide administrator preparation, licensure, and evaluation in Maryland. In July 2018, the Office of Leadership Development and School Improvement, in collaboration with the Community Training and Assistance Center (CTAC) and stakeholders, developed a PSEL rubric. The Maryland PSEL Rubric[2] builds upon the practices identified for an effective leader in the PSEL document by expanding the definition to include the practices of highly effective, effective, developing, and ineffective administrators. In October 2018, the Office of Leadership Development and School Improvement released the Principal Evaluation Guidebook. This guidebook is designed to support principal supervisors in facilitating the evaluation process. It offers guidance, strategies, templates, and sample evidence that will support

1 http://marylandpublicschools.org/about/Documents/OTPE/PSEL/ProfessionalStandardsforEducationalLeaders2015.pdf

2 http://marylandpublicschools.org/about/Documents/OTPE/PSEL/MarylandPSELRubric.pdf

effective evaluation practices. The PSEL standards, rubric, and guidebook serve as a foundation for principal evaluations in Maryland. The guidebook was piloted for a year and then updated in October 2019. Figure 1 demonstrates how the standards, rubric, and guidebook work together to form the foundation for administrator evaluations in Maryland.

Figure 1. The foundation for the evaluation of Maryland principals includes standards, a rubric, and a guidebook.

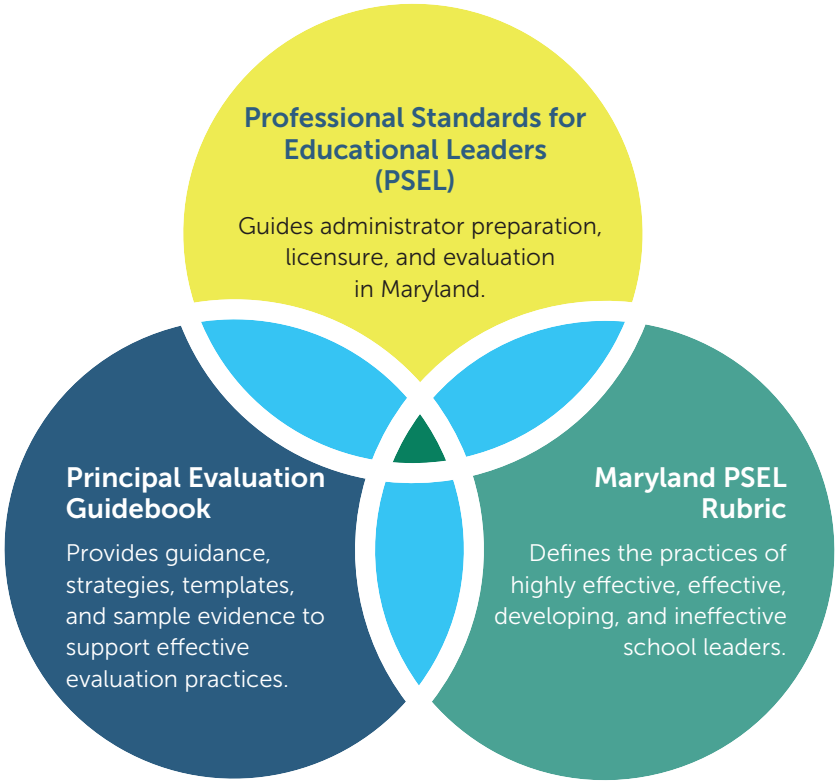
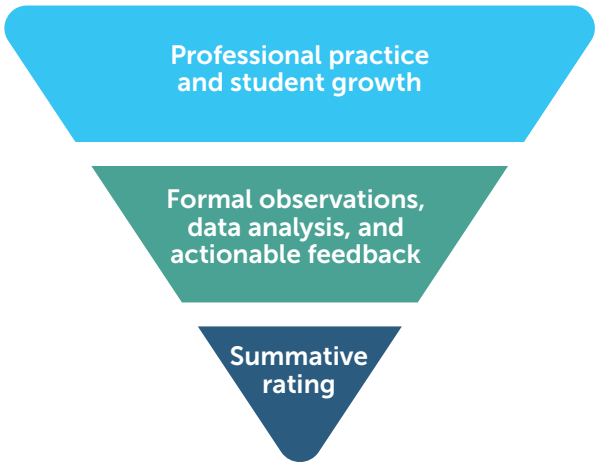


Figure 2. Principal Growth Model



The goal of principal evaluations is to enhance the professional practice of school leaders to improve student outcomes. Through the evaluation process, principal supervisors will support principals in identifying areas of strength and opportunities for improvement. The principal growth model (see Figure 2) is one that is focused on professional practice and student growth. Formal observations, data analysis, and actionable feedback help to inform the customized professional learning for each principal. The summative rating gives an overall picture of the effectiveness level for the principal.

This guidebook is a resource that principal supervisors can use in collaboration with principals on performance goals. Principal supervisors will design support based on the implementation of the PSEL Rubric in order to enhance the overall performance and effectiveness of principals.

SECTION II:

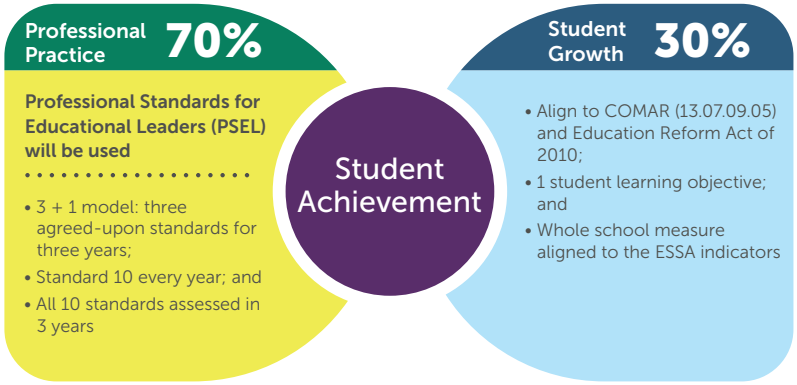
STATE EVALUATION MODEL

Code of Maryland Regulations (COMAR) 13A.07.09[3] and the Education Reform Act of 2010[4] define the requirements for principal evaluations. Figure 3 on the following page provides a graphic representation of the state model; principal evaluations shall be weighted 70% for professional practice and 30% for student growth. The professional practice domains include all ten PSELs. Student growth is informed by student assessments and must include multiple measures. The state model shall use student learning objectives (SLOs) to measure student growth. Principals are required to be evaluated on professional practice and student growth annually.

3 http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.09.*

4 http://mlis.state.md.us/2010rs/chapters_noln/ch_189_hb1263e.pdf

Figure 3. Principal Evaluation Model



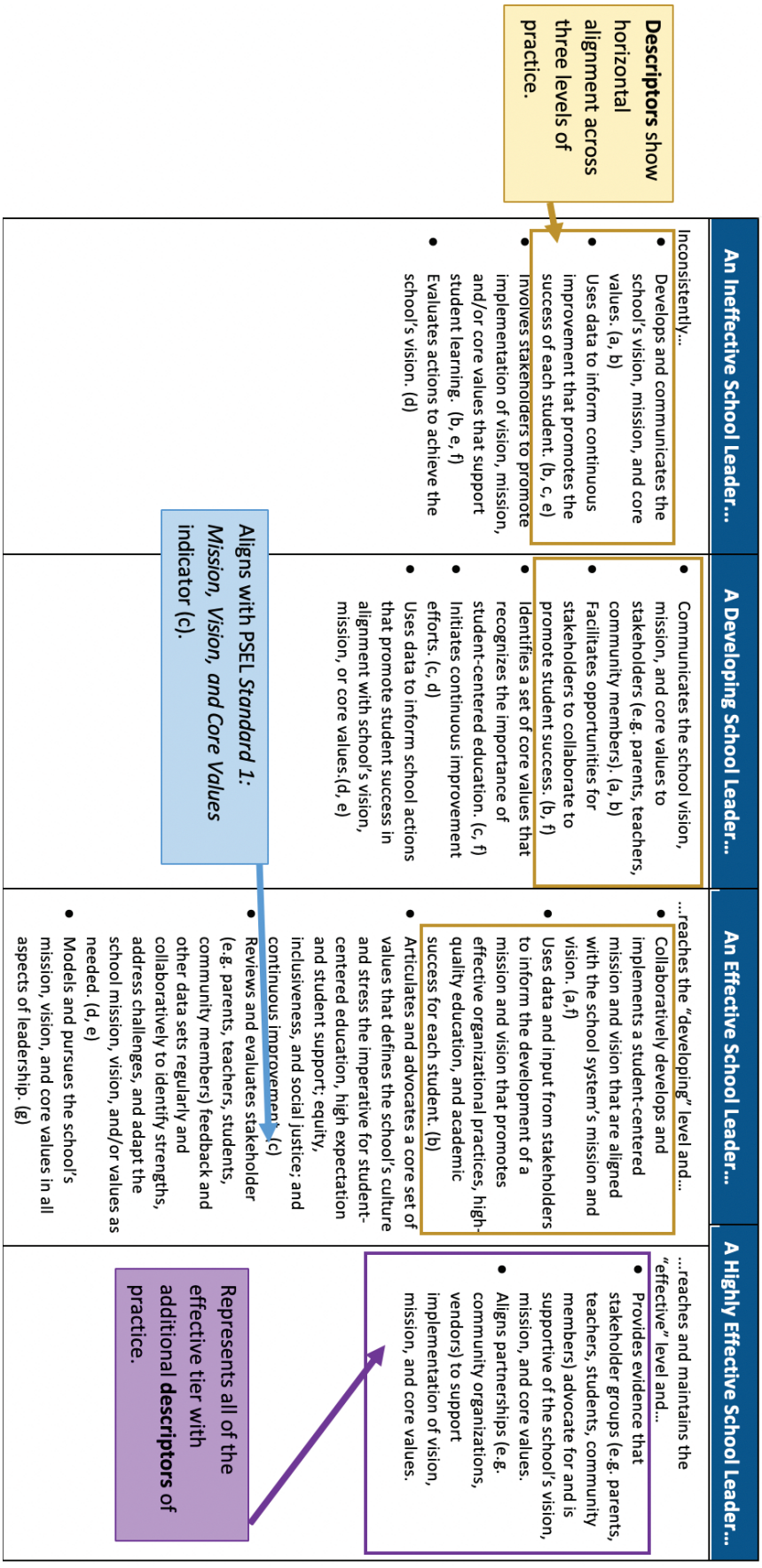
PROFESSIONAL PRACTICE

The professional practice domains for principals are the ten standards in the PSEL. All school systems must align professional practice domains to the PSEL. To define the rigor required for each standard, the PSEL Rubric was developed. The Maryland PSEL Rubric defines practices of school leaders across a continuum from ineffective to highly effective for each standard. Figure 4 on the following page provides an "at-a-glance" view of the rubric.

Principals shall be evaluated annually. It is recommended that all principals be placed on a three-year evaluation cycle by engaging in the formal evaluation process for select standards each year. Over the course of three years, principals will be formally evaluated on all ten standards. Each year, local school systems will submit principal evaluation data to the Maryland State Department of Education (MSDE) for each standard that was formally evaluated.

Principals will be formally evaluated each year on PSEL 10: School Improvement. In collaboration with their supervisor, principals will identify a minimum of three additional standards from PSEL 1–9 to be formally evaluated on each year. Each of the focus standards for the year will have equal weight. This approach is referred to as the 3 + 1 model. MSDE recommends that both the principal supervisor and the principal review school data to determine which standards to include in a principal's evaluation. The 3 + 1 model reduces the breadth of evaluations, allowing principals and their supervisors to focus on growth in select areas for each year.

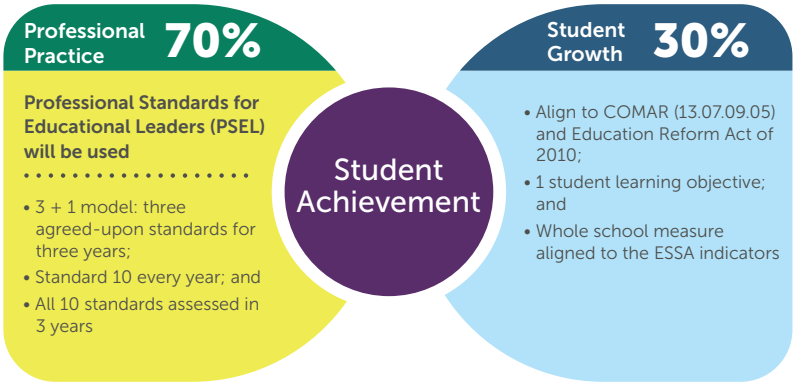
Figure 4. PSEL Rubric at a Glance



STUDENT GROWTH

Student growth comprises 30% of a principal's evaluation. Student growth is defined by the Education Reform Act of 2010 as student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time. Figure 5 shows the percentage breakdown for both professional practice and student growth.

Figure 5. State Evaluation Model



The indicators on the Maryland Report Card are based on the formula in the Maryland Every Student Succeeds Act Consolidated Plan formula to calculate the overall percentage of points earned for each school in Maryland. This multiple-measure formula (Appendix I) is different for the elementary/middle school and high school levels (components found in Table 1 on the following page). Each component is weighted differently (weights found in Appendix I). The combined percentage points earned will be used in the state model for the principal's student growth component of the evaluation.

Table 1. Whole School Measure Components for Elementary/Middle School and High School

ELEMENTARY/MIDDLE SCHOOL WHOLE SCHOOL MEASURE COMPONENTS	HIGH SCHOOL WHOLE SCHOOL MEASURE COMPONENTS
Performance Composite for English/ Language Arts and Math	Performance Composite for English/ Language Arts and Math
Growth for English/Language Arts and Math	Adjusted Cohort Graduation Rate Composite
Credit for Completion of a Well-rounded Curriculum	Progress in Achieving English Language Proficiency
Progress in Achieving English Language Proficiency	On-track in 9th Grade
Chronic Absenteeism	Credit for Completion of a Well-rounded Curriculum
Climate Survey	Chronic Absenteeism
Opportunities/Access to a Well-rounded Curriculum	Climate Survey
	Opportunities/Access to a Well-rounded Curriculum

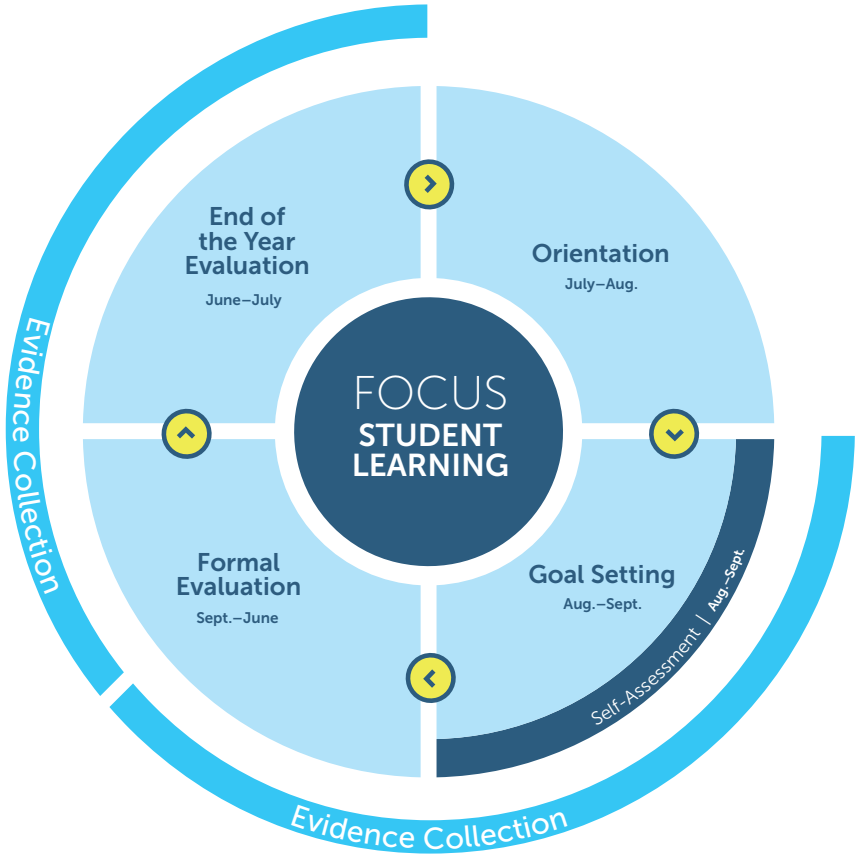
SECTION III:

CONDUCTING EVALUATIONS

EVALUATION PROCESS DESCRIPTION

The evaluation process is designed to identify areas of promise and growth for the principal supervisor to focus the support to build a principal's leadership capacity. The evaluation process consists of multiple components, which include: an orientation phase, self-assessment, goal setting, midyear conference, and end-of-year evaluation. In order to support improvements to a principal's professional practice, supervisors are encouraged to utilize each steps of the evaluation process. The evaluation process is illustrated in Figure 6 on the following page.

Figure 6. Evaluation Process



STEP 1: ORIENTATION

The purpose of the orientation phase is to provide principals with an overview of the evaluation process. Principal supervisors may conduct the orientation individually with each principal or in small groups. Principal supervisors will differentiate this phase based on the experience and tenure of their principals. Resources that support the evaluation process, such as the evaluation rubric, will be provided during the orientation. Principal supervisors will discuss evidence collection, rubric ratings, student growth measures, evaluation timeline and process, and the evaluation appeal process. Orientation will occur from July through August. A principal evaluation orientation template is included as Appendix A.

STEP 2: GOAL SETTING

Principals will complete a self-assessment using the PSEL Rubric. Principals will review school-level data and identify student growth measures for the school.

Self-assessment may occur from August to mid-September. A self-assessment template is included as Appendix B.

Principal supervisors will meet with principals to review the self-assessment and establish performance goals for the school year. Principal supervisors will discuss with principals potential evidence that may be collected to support each goal and any professional learning experiences or support required to meet the goal.

A comprehensive review of the school data will occur at this meeting. Student growth targets will be developed, as well as specific action plans for each goal, using evidence-based strategies to connect the work of the principal to established outcomes. Benchmark data check-ins will be developed to monitor progress toward goals. The goal-setting conferences will occur between August and September. A pre-evaluation goal-setting conference template is included as Appendix C.

DATA REVIEW AND BASELINE INFORMATION

To successfully develop a plan to improve the percentage points earned in the whole school measure, a principal must bring every piece of data that affects the individual components of the formula to the table (Table 1). The first step is to review existing data. The team will determine what student growth targets need to be set to improve on these measures. These data will be used to identify learning content, establish baselines for student growth, and highlight any students or groups of students that require attention. Principals will identify focus areas to provide support and strategies to narrow academic gaps, establish the milestones and data that will be monitored, and determine if there is missing data that will inform the team. Engaging the entire school in the effort to improve the whole school measure begins with teachers focusing their SLOs on goals that will support the improvement of each measure and with principals identifying ways in which the staff can support other measures in the formula. The data review process takes place during the first two to four weeks of school.

TARGET SELECTION

The principal identifies targets that will lead to improvement in the whole school measure. Principal supervisors and the principal align the data targets to strategies embedded in the Professional Standards for Educational Leaders (professional practice measures) and come to consensus on both the student growth targets and the professional practice targets for the year.

STEP 3: FORMAL EVALUATION

Principal supervisors and principals will meet individually to review selected benchmark data, discuss selected evidence to support professional practice areas, and discuss progress toward the established goals in both the professional practice and student growth areas.

Formal evaluation of a principal may include an instructional walk-through, a safety walk-through, attending a collaborative meeting with any stakeholder group in the school, and/or meeting with principals to discuss a particular issue or problem. These are just a few examples to assist principal supervisors in the evidence collection process.

A midyear conference will occur in January or February to review progress toward meeting targets, discuss strategies to meet or continue to meet targets, and identify any professional learning experiences the principal or staff could participate in that would help them meet their targets. A midyear conference template is included as Appendix E.

STEP 6: FINAL EVALUATION

At the conclusion of the school year, principal supervisors will collect and review all documented and observed evidence of principals' professional practice and student growth to determine a final summative rating, which is a composite of the professional practice and whole school measures. A conference must be held, during which time the principal must receive a copy of the evaluation report. The report must provide a summative rating (highly effective, effective, developing, ineffective), actionable feedback, and possible comments by the individual being evaluated. The principal must acknowledge receipt of the report through signature, by hand, or electronically as stated in COMAR (13A.07.09.07).

With data and progress discussed, principals and principal supervisors could hold the goal-setting for the next school year. If a principal is rated as developing or ineffective in one of the three selected standards, then the standard is repeated as a focus standard for the next year, in addition to the three other focus standards and standard 10. The end-of-year conference will occur in June or July. An end-of-year conference template is included as Appendix F.

ONGOING EVIDENCE COLLECTION

Evidence will be collected by principal supervisors and principals to demonstrate progress toward meeting established goals. Formal and informal observations and evidence collection will be ongoing between September and June. Throughout the process of gathering evidence of principal performance, it is important to distinguish between evidence and activities.

- **Evidence** is the available body of facts or information that supports an evaluation rating. Evidence includes objective data and artifacts to support the rating.
- **Activity** describes what happened.

To illustrate this distinction, Table 2 provides both examples and non-examples of evidence.

Table 2. Examples and Non-examples of Evidence for PSEL

EXAMPLES OF EVIDENCE	NON-EXAMPLES OF EVIDENCE
Agendas, minutes, and products from Professional Learning Community (PLC) meetings	PLC meetings
Professional learning curriculum, tools, and resources	Professional learning institutes
Student learning and achievement data	Perceptions of student performance
Plans and materials developed for use in co-teaching settings	Co-teaching practices
Professional learning curriculum, including resources and tools to prepare experienced educators as mentors of novice educators	Mentoring and induction program

A matrix of examples of evidence for each of the PSELs is included as Appendix D.

OBSERVED AND DOCUMENTED EVIDENCE

Observed evidence includes objective data gathered from direct observation of principals' professional practice, such as:

- Leadership team meetings, parent conferences, teacher conferences, stakeholder feedback, staff meetings, and implementation of building routines. **Documented evidence includes artifacts developed as a direct result of principals' professional practice, such as:**
- School improvement plans, teacher observation reports, email communications, school website, meeting agendas, and data maps or action plans identifying leading and lagging indicators of student performance and assessment metrics.

SUPPORTING GROWTH IN PROFESSIONAL PRACTICE

The evaluation process, including the goals, focus standards, and student growth measures, may be used to assist principal supervisors with providing customized support and differentiated professional learning experiences.

PROFESSIONAL LEARNING AND COACHING FOR PRINCIPALS

The use of the PSEL Rubric will assist in the identification of areas in which principals need support, direction, or coaching. In some school systems, the principal supervisor is also the principal coach. In other school systems, the support and coaching come from someone who does not formally evaluate the principal. While either model can be successful, the emphasis in this role is on principal supervisors providing the necessary supports and resources to ensure the success of principals. The principal supervisor role is centered on principal improvement through the use of the results from principal evaluations (Anderson & Turnbull, 2016).

A WORD ABOUT INTER-RATER RELIABILITY

Inter-rater reliability refers to the consistent agreement among raters. Consistent agreement in the rating of performance is essential in order to implement evaluation systems that are fair and equitable.

Shared understanding of standards and rubrics, skilled evaluators, and consistent professional learning supports to calibrate raters around their interpretation of standards related to any given performance is essential to a quality evaluation system.

Georgia Department of Education (2013)

PERFORMANCE IMPROVEMENT PLANS

COMAR 13A.07.09.08[5] requires that principals who earn an overall rating of ineffective must be given an opportunity to appeal their rating in accordance with Education Article §4-205(c)(4)[6]. The improvement process is designed to support the growth of principals in their professional practice in order to improve their school and increase student achievement. It is recommended that if, a principal receives an ineffective rating, an improvement plan be developed to support growth and improve professional practices. It is at the discretion of the principal supervisor whether to identify less-than-effective performance in any standard and to implement a performance improvement plan to support the principal.

5 http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.09.08.htm
6 https://law.justia.com/codes/maryland/2005/ged/4-205.html

When a principal supervisor identifies a principal in need of improvement, the performance improvement plan is designed and shared with the principal. It is suggested that a conference be held in order for the principal supervisor to identify growth areas as well as the strategies necessary to improve professional practice.

The performance improvement plan includes key components to support the improvement and professional growth of the principal. The improvement plan includes, but is not limited to, the following:

- Identification of growth areas from the evaluation rubric;
- Measurable goals to improve performance to the effective level;
- Specific targeted learning experiences designed to address growth areas;
- Identified resources needed to support growth in specified areas;
- Evidence, either documented and/or observable, to demonstrate improvement in practice;
- Timeline for completion of the activities, including interim progress supports and monitoring; and
- Signed and dated record of the steps completed by the supervisor and principal.

If the plan is developed and shared with the principal before the conference, the process will allow each participant to prepare in advance. This will allow for collaborative discussion during the conference, at which time the supervisor can amend the performance improvement plan with feedback from the principal. At the conclusion of the conference, the final copy will be signed by both the principal supervisor and the principal. A principal improvement plan template is included as Appendix G.

SECTION IV:

ASSIGNING SUMMATIVE RATINGS

The final rating in the evaluation process is a composite of the professional practice and student growth measures. The combination of all the factors will produce a final evaluation score and determine the rating of the principal as highly effective, effective, developing, or ineffective. This process assists principal supervisors with the identification of growth areas, and from this, supports can be identified to foster continued growth of principals.

STEPS TO CALCULATE SUMMATIVE RATING

Step 1: Use the Final Principal Evaluation Calculation Worksheet (Appendix H).

Step 2: Enter the year-end ratings for professional practice measure in Table H1 and calculate the final points.

Step 3: Enter the whole school measure, provided by your local school system data office, in box 1 of Table H2.

Step 4: Calculate the final points in box 2 of Table H2.

Step 5: In Table H3 of the Final Principal Evaluation Calculation Worksheet (Appendix H), enter the total points for the Professional Growth Measure and the Student Growth Measure.

Step 6: Add the total points in Table H3 to get a final score.

Step 7: Use Table H4 to assign a final overall rating for the year, based upon the total point scores in Table H3.

APPENDIX A:

PRINCIPAL EVALUATION ORIENTATION TEMPLATE

PRINCIPAL EVALUATION ORIENTATION

The purpose of the orientation is to provide an overview of the evaluation process that principals will experience, the timeline, and the requirements.

EVALUATION PROCESS	DESCRIPTION	DATE DATES ARE SUGGESTED
Orientation	Develop a clear understanding of the evaluation process, the theory behind the process, and what to expect.	August 31st
Pre-Evaluation Conference	Principals will review the Maryland Professional Standards for Educational Leaders Rubric and rate themselves on each standard in the evaluation. Principal supervisors will meet with each principal to discuss self-evaluation results. Together they will determine the standards that will be addressed over the course of the next three years, the evidence that will be collected, and student growth targets.	September 30th

EVALUATION PROCESS	DESCRIPTION	DATE DATES ARE SUGGESTED
Formal and Informal Observations/ Evidence Collection	Evidence will be collected through formal and informal school visits conducted by the principal supervisor. A visit may include a classroom observation, attendance at meetings, and informal discussions with stakeholders. Support/coaching will occur based upon the visits. Between January and February, a midyear conference will assess progress toward the principal's established end-of-year goals, midyear rating on the evaluation rubric, and progress on targets. Principals will collect evidence to support the ratings and progress. Principals and principal supervisors meet to discuss the self-assessment and evidence collected. Next steps will be developed for the end-of-the-year evaluation.	Ongoing throughout the school year
Final Evaluation	All data will be reviewed at this conference. A summative rating will be determined by the principal supervisor, and goals for the next school year will be discussed.	Mid-July

	ORIENTATION CHECKLIST (CHECK OFF EACH ITEM THAT WAS REVIEWED DURING THE ORIENTATION)
	Timeline and expectations have been reviewed.
	PSEL standards and indicators have been reviewed.
	PSEL Rubric has been reviewed.
	Self-assessment process has been reviewed.
	Pre-evaluation conference expectations have been reviewed.
	Types of evidence needed to support ratings have been discussed.
	Mid- and end-of-the-year conference expectations have been reviewed.
	Formula for final calculation of principal evaluation has been reviewed.
	Support for principal meeting established goals has been discussed.

Principal's Signature: _____

Date: _____

Principal Supervisor's Signature: _____

Date: _____

APPENDIX B:

SELF-ASSESSMENT TEMPLATE

Use the Self-Assessment Template to reflect on your professional practice for all 10 standards. Feedback from this template will be used to formulate the focus of the three standards, in addition to standard 10, for the yearly evaluation cycle.

PRINCIPAL SELF-ASSESSMENT AND GOAL-SETTING

Use the PSEL Rubric[7] to complete this task.

1. Review the PSEL Rubric, which describes practices of a highly effective, effective, developing, and ineffective school leader.
2. Determine your self-assessment rating from the rubric.
3. Set a goal or goals for the rating you want to achieve for each standard by the end of the school year.
4. List the supports (professional learning experiences) you need to meet the goal.

7 http://marylandpublicschools.org/about/Documents/OTPE/PSEL/MarylandPSELRubric.pdf

Principal's Name: _____

School Name: _____

School Year: _____

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL) RUBRIC	SELF-ASSESSMENT RATING (HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, INEFFECTIVE)	GOAL-SETTING RATING (HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, INEFFECTIVE)	SUPPORT/ PROFESSIONAL LEARNING NEEDS
Standard 1: Mission, Vision, and Core Values			
Standard 2: Ethics and Professional Norms			
Standard 3: Equity and Cultural Responsiveness			
Standard 4: Curriculum, Instruction, and Assessment			
Standard 5: Community of Care and Support of Students			

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL) RUBRIC	SELF-ASSESSMENT RATING (HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, INEFFECTIVE)	GOAL-SETTING RATING (HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, INEFFECTIVE)	SUPPORT/ PROFESSIONAL LEARNING NEEDS
Standard 6: Professional Capacity of School Personnel			
Standard 7: Professional Community for Teachers and Staff			
Standard 8: Meaningful Engagement of Families and Community			
Standard 9: Operations and Management			
Standard 10: School Improvement			

APPENDIX C:

GOAL-SETTING CONFERENCE TEMPLATE

PRE-EVALUATION CONFERENCE

Determine the goals/targets and next steps at this conference.

PSEL Goals

GOAL	STANDARD NUMBER	GOAL-SETTING RATING (HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, INEFFECTIVE)	EVIDENCE TO SUPPORT MEETING GOAL	SUPPORT/ PROFESSIONAL LEARNING NEEDS
Goal 1: School Improvement	10			
Goal 2:				
Goal 3:				
Goal 4:				

Student Growth Component: Whole School Measure (Current Data)

INDICATOR – ELEMENTARY/MIDDLE	POSSIBLE POINTS	EARNED POINTS
Academic Achievement		
Academic Progress		
Progress in Achieving English Language Proficiency		
School Quality and Student Success		
Total		
Total Earned Percent		

Student Growth Component: Whole School Measure

INDICATOR – HIGH SCHOOL	POSSIBLE POINTS	EARNED POINTS
Academic Achievement		
Graduation Rate		
Progress in Achieving English Language Proficiency		
Readiness for Postsecondary Success		
School Quality and Student Success		
Total		
Total Earned Percent		

Targets must be written as SMART goals and informed by state assessment data.

TARGET: SMART GOAL	JUSTIFICATION FOR GOAL	EVIDENCE-BASED STRATEGIES	BENCHMARK DATA
Target 1:			
Target 2:			

Principal's Signature: _____

Date: _____

Principal Supervisor's Signature: _____

Date: _____

APPENDIX D:

EXAMPLES OF EVIDENCE TO MEET RIGOR DEFINED IN THE PSEL RUBRIC

The table identifies sample evidence that could be observed or collected to meet the rigor defined in the PSEL Rubric. This list is not exhaustive nor is it intended to be used as a checklist (each bullet describes observed behaviors with samples of documented evidence).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and the academic success and well-being of each student.	• Collaboratively develops and implements a student-centered mission and vision that is aligned with the school system's mission, vision, and well-being of all student groups. (a, f) • Uses data and input from stakeholders to inform the development of a mission and vision that promote effective organizational practices, high-quality education, and academic success for each student. (b) • Articulates and advocates a core set of values that defines the school's culture, vision, and mission and that stresses the imperative for student-centered education, high expectations, and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) • Reviews and evaluates stakeholder (e.g., parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. (d, e)	• Collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the school (e.g., sources of communication – meeting agendas, social media, newsletters; documented community partnerships that align to mission, vision, and core values; evidence of collaborative stakeholder engagement). • Communicates the vision and core values in order to establish high expectations for student performance and well-being (e.g., school mission, vision, and core values statements; back-to-school night presentations). • Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the school (e.g., data and root-cause analysis documents; School Improvement Plan).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	• Makes the well-being of students the fundamental value in all decision-making and actions. (a, c) • Places students at the center of education and accepts responsibility for each student's academic success and well-being. (c) • Promotes ethical and professional behavior among faculty and staff aligned with the school system's code of conduct and professional norms. (f) • Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. (d, f) • Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social-emotional well-being, disabilities, and cultures. (e)	• Places children at the center of education and accepts appropriate responsibility for each student's academic success and well-being (e.g., climate surveys – questions related to student success and well-being; observation – principal interaction with students). • Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior (e.g., communications; climate surveys – interaction with staff and students; data protocol). • Treats others with dignity and respect (e.g., reviews climate survey – data related to cultural responsiveness).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	• Collaboratively establishes specific and measurable goals for equity3 that are informed by data and are in alignment with student needs. (a, b) • Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e) • Collects and analyzes data to monitor progress toward achieving equity goals and informing continuous improvement. (c, f) • Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness2 and equitable practices. (c, e) • Aligns and allocates resources to foster equitable student learning environments (this includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences). (c, f) • Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g) • Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c)	• Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning (e.g., outreach efforts; discussion with community members). • Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success (e.g., student handbook – list of clubs, activities, sporting events, resources available to students; climate survey – questions related to students academic success and well-being). • Provides full and equitable access to curricular and extracurricular programs that address the needs, interests, and abilities of all students (e.g., student handbook – course listing and support services; observation of classrooms; teacher questions).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	• Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. (a) • Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence-based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners. (c, d) • Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines to improve coherence and alignment. (a, b) • Implements a formative assessment process to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (e.g., growth targets). (f, g) • Leads school educators on effective practices that are evidence-based to improve instruction (e.g., differentiation, universal design, personalized learning, and specialized instruction). (a, c, d) • Works collaboratively with teachers to collect and share data in an understandable way to monitor and inform improvements in instructional practices for all student groups. (c)	• Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs (e.g., curriculum maps, sample assessments). • Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum (e.g., walk-through data, formal and informal observations). • Holds self and staff accountable for the growth of student achievement across the curriculum (e.g., data related to teacher evaluation and improvement).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	• Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies. (a, e) • Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior aligned to school system's policies. (e) • Infuses the school environment with students' cultures and languages. (f) • Establishes trusting relationships with school staff and community members. (f)	• Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner (e.g., student handbook – student conduct code, climate survey data – questions related to appropriate consequences for behavior, discipline data). • Purposefully engages in an ongoing and collaborative assessment of the school climate and culture to ensure the needs of all students are being met (e.g., school climate data – student involvement in leadership; school culture data; School Improvement Plan; student achievement data; Student Support Team; Positive Behavior Intervention System).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	• Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. (d, e, f) • Creates, implements, and evaluates plan for staff turnover and succession. (b, g) • Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs (e.g., provides high-quality professional learning experiences with follow-up coaching). (b, g) • Communicates feedback to assistant principals, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable, and timely feedback, which informs professional practice. (d, e)	• Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel (e.g., new-teacher mentor program). • Provides job-embedded professional learning and continuous learning experiences that are differentiated and data-informed, and that result in improvements to professional practice, student learning, and work/life balance for faculty and staff (e.g., long-range professional learning plan, needs assessment). • Provides an effective system of academic and social supports and accommodations to meet student learning needs (e.g., 504 plans, peer tutoring).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	• Establishes workplace conditions for staff that promote professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. (a, b) • Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. (c) • Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. (b, c, h) • Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. (c, e, f, g) • Provides explicit structures for staff to reflect on and strategize for student and schoolwide progress that all staff is responsible for. (c, d) • Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice. (e)	• Fosters workplace conditions that promote a professional community, emphasizing professional development, sound instructional practices, and student learning (e.g., Professional Learning Community meeting agendas; walk-through data; mentoring programs). • Creates a collaborative team culture that encourages continuous individual growth and leadership development (e.g., Professional Learning Community meeting agendas).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	• Establishes a network of partners and community resources to promote student achievement and family and community well-being. (b, e, f, g, j) • Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being (e.g., working with families of students with disabilities to be able to fully communicate the students needs to teachers and appropriate staff). (a, b) • Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. (c) • Holds self and staff accountable for regularly engaging with families and community members to support student learning. (e, f) • Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. (b, e, f, g, j) • Advocates publicly on behalf of the school system for the need for family and community support of schools. (h, i)	• Is highly approachable, accessible, and welcoming to families and members of the community (e.g., school climate survey, newsletter). • Fosters an environment of respect and understanding within the school and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity (e.g., school climate survey, parent engagement data). • Encourages active family and community participation in the learning process, develops programs and activities that foster such participation, and builds a school and community focus on increasing student academic success and well-being (e.g., parent engagement data, attendance data from school/community events). • Employs a wide variety of effective communication strategies to keep students, staff, families, and the community informed and involved in the life of the school and to seek their perspectives on issues affecting the school (e.g., social media to leverage engagement and awareness).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	• Advocates for and seeks to acquire resources that meet the needs of staff and students. (c) • Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school's vision, mission, and core values (e.g., ensuring that all student groups' academic needs are being met). (a, c) • Assigns and schedules staff to roles and responsibilities that optimize their professional capacity to address the learning needs of students (e.g., school schedule is created with all student groups in mind, meeting accommodation needs for students with disabilities). (b) • Demonstrates ethical and responsible budgeting and accounting practices. (d) • Builds school community understanding of school, local, state, and federal policies to promote student success (e.g., feeder patterns). (h, i) • Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. (l, j)	• Allocates financial, material, time, and human resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement (e.g., school budget; School Improvement Plan activities; grants and partnerships; student, staff, and community climate survey data). • Ensures compliance with local, state, and federal mandates (e.g., Safety Drill logs, Emergency Response Team plans). • Develops procedures for the effective use of technology within the school (e.g., technology use plan, staff handbook).

PSEL	MARYLAND PSEL RUBRIC DESCRIPTORS–EFFECTIVE	SAMPLE EVIDENCE
Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	• Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g., parents, community members). (c, d, i) • Establishes high expectations for student achievement (e.g., all student groups' needs are identified and met). (c) • Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school's mission, vision, and core values. (b, d) • Collaborates with stakeholders throughout the cycle of continuous improvement. (d) • Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i) • Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a) • Establishes and implements a process to diagnose and respond to student learning needs. (b) • Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g) • Unifies improvement strategies and resources to align with identified needs. (h, i) • Establishes and implements a system to monitor progress toward meeting identified improvement goals. (c, d) • Adjusts improvement strategies as necessary to meet established improvement goals. (d, e) • Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j) • Demonstrates significant gains in student achievement. (a)	• Systematically collects and routinely analyzes multiple sources of data to identify targeted improvement efforts and inform decision-making. Sources may include norm- and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information (e.g., climate survey, walk-through data, norm and reference data). • Collaborates systematically with staff, students, parents, and community members to set goals and develop, implement, and monitor School Improvement Plan designed to improve student achievement and enhance student well-being. • Aligns professional learning experiences with the School Improvement Plan, and focuses on changing adult behaviors that lead to higher levels of student learning (e.g., faculty meeting agendas, PLC agendas). • Continuously monitors and analyzes progress on the improvement plan and makes appropriate adjustments (e.g., results of student performance, committee updates on School Improvement Plan items).

APPENDIX E:

MIDYEAR CONFERENCE TEMPLATE

Analyze the progress that has been made on goals.

PSEL Goals

GOAL	STANDARD NUMBER	EVIDENCE TO SUPPORT MEETING GOAL	SUPPORT/ PROFESSIONAL LEARNING NEEDS	MIDYEAR RATING
Goal 1: School Improvement	10			
Goal 2:				
Goal 3:				
Goal 4:				

Student Growth Component: Whole School Measure

Targets may be written as SMART goals, which include the student group and end-of-cycle target.

STUDENT GROWTH TARGET: SMART GOAL	ACTION PLAN	BENCHMARK DATA	MIDYEAR PROGRESS TOWARD GOALS
Target 1:			
Target 2:			

NEXT STEPS

APPENDIX F

END-OF-YEAR CONFERENCE TEMPLATE

Discuss end-of-year professional practice and student growth measures.

PROFESSIONAL PRACTICE

During the conference, the principal and principal supervisor will:

1. Review each standard selected for evaluation.
2. Discuss the evidence that was collected and observed pertaining to each selected standard.
3. Review the PSEL Rubric descriptors for professional practice for each selected standard.
4. Assign a rating (highly effective, effective, developing, or ineffective) to each standard, based upon the review of the rubric.

FOCUS STANDARD	STANDARD NUMBER	EVIDENCE (COLLECTED AND OBSERVED)	END-OF-YEAR RATING (HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, INEFFECTIVE)
School Improvement	10		
Goal 2: TBD			
Goal 3: TBD			
Goal 4: TBD			

COMMENTS	NEXT STEPS

STUDENT GROWTH TARGETS

During the conference, the principal and principal supervisor will:

Review the data for each SLO target.

STUDENT GROWTH TARGET: SMART GOAL	FINAL DATA FOR REVIEW	NOTES
Target 1:		
Target 2:		

COMMENTS	NEXT STEPS

APPENDIX G:

PRINCIPAL IMPROVEMENT PLAN TEMPLATE

MSDE PERFORMANCE IMPROVEMENT PLAN – TEMPLATE

This template may be used when a principal supervisor determines that a principal needs improvement on their professional practice. During an Improvement Plan Conference, the principal and the principal supervisor will discuss preliminary recommendations.

Growth Areas: Identify specific areas recommended for growth related to at least one component of the evaluation.

Measurable Goals: List specific measurable goals for improving identified areas to an effective level.

Resources and Strategies: List specific resources and strategies necessary to support improvement.

Evidence: Describe evidence that must be submitted to evaluate growth and improvement in the aforementioned growth areas.

Timeline for Implementation: Identify a timeline for completion of plan, including interim checkpoints.

Principal's Signature: _____

Signature indicates that I have carefully reviewed the Performance Improvement Plan and that a conference was held.

Date: _____

Evaluator's Signature: _____

Date: _____

REVISIONS TO THE PLAN

Specify any changes or modifications to the plan that occur during implementation.

CHANGES OR MODIFICATIONS

Administrator's Signature:	Date:
Evaluator's Signature:	Date:

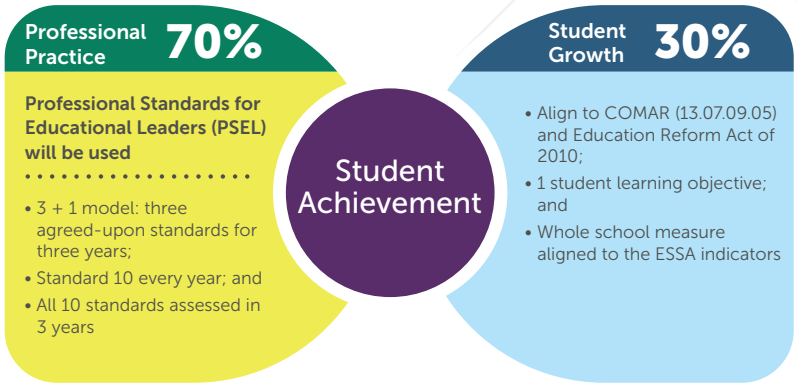
COMPLETION OF PERFORMANCE IMPROVEMENT PLAN

Satisfactory Unsatisfactory

Principal Signature:	Date:
Principal Supervisor's Signature:	Date:

APPENDIX H:

FINAL PRINCIPAL EVALUATION CALCULATION WORKSHEET



PROFESSIONAL PRACTICE MEASURE – 70%

To calculate the final points for the professional practice, complete Table H1:

1. Transfer the End-of-Year Rating from the Professional Practice Table on the End-of-Year Conference Form to column 2 in Table H1.
2. Convert the final rating into points, using the conversion of Highly Effective to 100 points; Effective to 75 points; Developing to 50 points; and Ineffective to 25 points.
3. Multiply the conversion points by the percentage weight to calculate the final points.
4. Add the total number of final points to get the total number of points out

of 50 for the professional practice measure.

Table H1. Conversion of the Professional Practice Rating to Points

STANDARD	END-OF-YEAR RATING (HIGHLY EFFECTIVE, EFFECTIVE, DEVELOPING, INEFFECTIVE)	CONVERSION POINTS (HIGHLY EFFECTIVE = 100; EFFECTIVE = 75; DEVELOPING = 50; INEFFECTIVE = 25)	PERCENTAGE WEIGHT	FINAL POINTS
Standard 10: School Improvement		X	17.5%	=
Standard TBD:		X	17.5%	=
Standard TBD:		X	17.5%	=
Standard TBD:		X	17.5%	=
			TOTAL	Box 1

Professional Practice Points

STUDENT GROWTH MEASURE – 30%

To calculate the final points for the student growth, complete Table 2.

Table H2. Whole School Measure Calculation

PERCENT POINTS EARNED	MULTIPLICATION FACTOR	TOTAL POINTS EARNED
Box 2	30%	Box 3

1. Obtain the Percent points earned from the MD Report card website (this data will be lagging by one year). If principal is new to the school, use data from prior school if in the same school system. If not in the same school system, expand the professional practice percentages to include 100% for first year.
2. Multiply the Whole School Measure Total Earned Percent by 30%.
3. Add the total number of final points to get the total number of points out of 30 for the professional practice measure.

END-OF-YEAR RATING

To calculate the final points and final rating for the end-of-year rating:

1. Transfer the final number of professional practice points (Box 1) and the student growth to the chart (Box 2) to Table H3.
2. Sum the two numbers in Table H3.
3. Convert the score to a rating using the following conversions: Highly Effective is 86–100 points; Effective is 72–85 points; Developing is 56–71 points, and Ineffective is 0–70 points. Check the appropriate box in Table H4.
4. Add comments, sign, and date the form.

Table H3. Overall Point Calculation

MEASURE	TOTAL POINTS
Professional Growth Measure (from Box 1)	
Student Growth Measure	
TOTAL	

Table H4. Final Overall Rating for the Year

TOTAL POINTS	RATING (CIRCLE ONE)	CHECK THE BOX
86–100	Highly Effective	
72–85	Effective	
56–71	Developing	
0–70	Ineffective	

COMMENTS	NEXT STEPS

Principal's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

APPENDIX I:

WHOLE SCHOOL MEASURE CALCULATION WORKSHEET

WHOLE SCHOOL MEASURE

The following tables are representative of the components of Maryland's Accountability Framework for Elementary/Middle School and High School.

ELEMENTARY AND MIDDLE SCHOOL

WHOLE SCHOOL MEASURE COMPONENT	COMPONENT PERCENTAGE	OVERALL POINTS
Performance Composite for English/ Language Arts and Math	20%	
Growth for English/Language Arts and Math	25%	
Credit for Completion of a Well-rounded Curriculum	10%	
Progress in Achieving English Language Proficiency	10%	
Chronic Absenteeism	15%	
Climate Survey (available 2018–2019)	10%	
Opportunities/Access to a Well-rounded Curriculum	10%	
FINAL WHOLE SCORE RATING	100%	

The score will be provided by Maryland State Department of Education, Division of Assessment, Accountability and Information Technology.

HIGH SCHOOL

WHOLE SCHOOL MEASURE COMPONENT	COMPONENT PERCENTAGE	OVERALL POINTS
Performance Composite for English/Language Arts and Math	30%	
Adjusted Cohort Graduation Rate Composite	15%	
Progress in Achieving English Language Proficiency	10%	
On-track in 9th Grade	5%	
Credit for Completion of a Well-rounded Curriculum	5%	
Chronic Absenteeism	15%	
Survey	10%	
Opportunities/Access to a Well-rounded Curriculum	10%	
FINAL WHOLE SCORE RATING	100%	

The score will be provided by Maryland State Department of Education, Division of Assessment, Accountability and Information Technology.

A detailed description of each component and indicator may be found in the Maryland Every Student Succeeds Act Consolidated State Plan.[8]

8 http://marylandpublicschools.org/about/Documents/ESSA/ESSAMDSubmissionConsolidatedStatePlan011018.pdf

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PRINCIPAL
EVALUATION GUIDEBOOK

OFFICE OF LEADERSHIP DEVELOPMENT
AND SCHOOL IMPROVEMENT

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