Revised

Performance-Based Evaluation

for

Principals

Baltimore City Public School System
March, 2005

THIS FORM IS TO BE USED FOR 2010-2011 PRINCIPAL EVALUATIONS
Guidelines
for Administering
the
Performance-Based
Appraisal Instrument
for
Principals

Baltimore City Public School System
Performance Appraisal of Principals

Background

The mission of the Baltimore City Public School System is to prepare all students to be responsible citizens and afford them the opportunity to acquire the skills, knowledge, and abilities necessary to make informed decisions that lead to meaningful and productive lives. A school atmosphere conducive to achieving this mission is the responsibility of the building level administrators, with the support of the Chief Executive Officer (CEO) and the Board of School Commissioners. Such an atmosphere includes planning, implementing, and improving standards of professional practices in education and implementing the policies and goals set by the Board of School Commissioners and the CEO.

Interaction among students, staff, parents, and community representatives is required for effective planning of the educational program of the school. Objective measures such as standardized and state-mandated test scores, student and faculty attendance data, and longitudinal and comparative statistical studies provide valuable information for this process. Programmatic assessment is an indicator of systematic administration. Professional growth and development, an integral part of the performance-based evaluation system, must be encouraged and nurtured.

A principal must constantly seek knowledge concerning current programs and practices in education. Principals should be role models for their schools, demonstrating high personal expectations and deep commitment to meeting the needs of the students and staff of the Baltimore City Public School System.
Purpose

1. Employee Development

Employees’ work behavior and attitudes change continually. Management must diagnose and measure strengths and weaknesses of the employee. Using this knowledge, the manager makes decisions that should ensure continued improvement. The employee should be involved in this process. Experiences of the employees must be directed to improve weaknesses and capitalize on strengths, so that the mission of the school system can be accomplished.

2. Administrative Decisions

Administrative decisions such as promotion, transfer, demotion, and salary determination of an employee require appropriate documentation and adherence to approved procedures.
Conferences

Continuing communication between the principal and the area academic officer is necessary throughout the appraisal process. A formal conference, in addition to those specified later in this section, may be held at the discretion of the area academic officer or at the request of the principal. The results of such conferences will be documented and signed by both parties.

By July 1st, each principal will submit the School Improvement Plan to the Area Academic Officer (AAO). Principals of schools in particular state-designated circumstances may be asked to submit their plans at an earlier date.

1. First Conference

By October 31st, plans for school improvement, along with personal and professional goals must be completed, and are subject to modification upon mutual agreement, in writing, between the parties concerned. By this date, the first conference report form will be completed and copies retained by the principal and AAO. In addition, a professional development plan will be developed and agreed upon.

2. Second Conference

By February 28th, a second conference and mid-year assessment between the principal and AAO will be held. The second conference report form will be completed by this time. If weaknesses and areas needing improvement are evident, a Performance Improvement Plan must be drafted.

3. End-of-Year Conference

By July 31st, the annual evaluation conference will involve the same procedures as the previous sessions. At the conclusion of the conference, the AAO will assign a rating for each criterion. The final rating is calculated from the individual ratings on each criterion; three U’s will equal unsatisfactory. Should the principal take exception to the evaluation results, further discussion may take place. Otherwise, he/she may seek redress available via the appropriate administrative procedures. This evaluation session requires availability of appropriate data. If an unsatisfactory rating is given, evidence of assistance should be provided.
Position Description

Principal

Function

Under the direction of the appropriate AAO, the principal serves as the chief administrative officer responsible for the improvement of instruction and the efficient management of instructional resources for a designated school.

Duties

1. Promotes increased student achievement, attendance, and adjustment.

2. Monitors and evaluates the performance of school staff.

3. Provides appropriate staff development activities.

4. Establishes and provides leadership for the school improvement team with appropriate composition that develops, implements, monitors, evaluates, and redefines the School Improvement Plan.

5. Provides leadership to school staff through regular classroom visits, conferences, and meetings with a special focus on the development and retention of new teachers.

6. Identifies needs and requests assistance from appropriate divisions, departments, and offices for services needed in the building.

7. Establishes staffing priorities for the school building with the school improvement team.

8. Provides leadership to school staff in improving the school climate by reducing incidents of violence and suspensions.

9. Manages human and fiscal resources as well as materials and supplies.

10. Designs and implements programs and activities to improve school-parent-community involvement, including the establishment and/or maintenance of an active PTA, PTO, PTSA, OR PTSO.

11. Recommends innovative instructional programs and seeks related external funding opportunities.

12. Maintains up-to-date school and student records and submits all reports in a timely manner.

13. Ensures compliance with laws, regulations, statutes, rules, and policies affecting the Baltimore City Public School System, with a special focus on the Special Education Implementation Plan.

15. Serves as the Level I decision maker in grievance actions

16. Develops and implements effective programs and strategies to increase staff and student attendance.

17. Participates in appropriate community and governmental activities.

18. Develops and implements an effective communication system that includes parents, community, school employees, students, and the Area Academic Officer.

19. Maintains appropriate standards of professionalism in actions and demeanor.

20. Performs and promotes all activities in compliance with equal employment and nondiscrimination policies, follows federal and state laws, school board policies and professional standards.

21. Demonstrates support for, and provides documentation of employee performance, with special focus on those employees who have been rated less than satisfactory.

22. Attends meetings and performs other duties assigned by the AAO.
Indicators for Principals’ Evaluation

1. **Facilitates the development of a school vision.**
The principal is able to demonstrate that there is/are:
   A. A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student.
   B. A process for ensuring that all staff members are able to articulate the vision.
   C. Procedures in place for the periodic, collaborative review of the vision by stakeholders.
   D. Resources aligned to support the vision as much as possible.

2. **Aligns all aspects of a school culture to student and adult learning.**
The principal is able to demonstrate that there is/are:
   A. Mutual respect, teamwork, and trust in dealings with students, staff, and parents.
   B. High expectations for all students and teachers in a culture of continuous improvement.
   C. An effective school leadership team.
   D. Effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.
   E. Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers.

3. **Monitors the alignment of curriculum, instruction, and assessment.**
The principal is able to demonstrate that there is/are:
   A. Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction.
   B. Teacher assignments that are purposeful and engaging.
   C. Student work that is rigorous and demonstrates new learning.
   D. Assessments that regularly measure student mastery of the content standards.

4. **Improves instructional practices through the purposeful observation and evaluation of teachers.**
The principal is able to demonstrate that there is/are:
   A. A process to determine what students are reading, writing, producing, and learning.
   B. Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction.
   C. Formal feedback during observation conferences as well as informal visits, meetings, and conversations with teachers regarding classroom instruction.
   D. Regular and effective evaluation of teacher performance based on student learning.
   E. Identification and development of potential school leaders.

5. **Ensures the regular integration of appropriate assessments into daily classroom instruction.**
The principal is able to demonstrate that there is/are:
   A. Multiple and varied assessments that are collaboratively developed.
   B. Formative assessments that are a regular part of the ongoing evaluation of student performance and which serve as the basis for adjustments to instruction.
   C. Summative assessments that are aligned in format and content with state assessments.
   D. Appropriate interventions for individual students based on results of assessments.
6. Uses multiple sources of data to improve classroom instruction.
   The principal is able to demonstrate that there is/are:
   A. Regular use of the MSDE websites (Maryland Report Card and School Improvement)
   B. Review of disaggregated data by subgroups.
   C. Root cause analysis of student performance on school-wide data and decisions driven by those ongoing analyses.
   D. Regular collaboration among teachers on analyzing student work.

7. Provides staff with focused, sustained, research-based professional development.
   The principal is able to demonstrate that there is/are:
   A. Professional development that is connected to school improvement goals and is results oriented.
   B. Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded).
   C. Differentiated professional development according to career stages, needs of staff, and student performance.
   D. Personal involvement in professional development activities.

8. Engages community stakeholders in a shared responsibility for student and school success.
   The principal is able to demonstrate that there is/are:
   A. Parents and caregivers who are partners in the education of their children, are welcome in the school, are encouraged to participate, and are given information and materials to help their children learn.
   B. Parents and caregivers who are active members of the school improvement process.
   C. Community stakeholders and school partners who readily participate in school life.
   D. School involvement in community and governmental activities is expanded.

9. Promotes increased student attendance.
   A. Increases school-wide percentage
   B. Increases percentage approaching state standard
   C. Reduces percentage of students deemed truant

10. Provides a safe, orderly school environment.
    A. Uses resources to establish and maintain safe, orderly school environment.
    B. Establishes appropriate programs and activities that contribute to a safe environment.
    C. Provides leadership to school staff as they work to improve the school climate by reducing incidents of violence and suspensions.
    D. Provides direction and guidance to teachers in developing effective classroom management procedures, including effective behavioral intervention strategies for students with disabilities.
    E. Establishes appropriate school policies and guidelines that implement the discipline code effectively.
    F. Implements established Baltimore City Public Schools’ procedures for school emergencies.

11. Secures services from appropriate divisions, departments, and offices that effectively support the educational program and non-instructional services in the building.
    A. Establishes effective accountability procedures for the procurement and distribution of materials and supplies.
    B. Maintains accurate financial records.
    C. Explores external funding opportunities.
    D. Documents needs and submits timely written requests for assistance.
    E. Utilizes the system’s resources and organizational structure to secure delivery of services to the school.
12. Ensures compliance with laws, regulations, statutes, rules, and policies affecting the Baltimore City Public School System, with a special focus on the Special Education Implementation Plan.

   A. Increases compliance as measured by internal and external monitoring reports and information derived from SETS data.
   B. Implements rules, policies, and regulations.
   C. Ensures compliance with the MSDE Requirements for accommodating, excusing, and exempting students in Maryland’s assessment programs.

13. Handles Level I grievance actions effectively and appropriately.
   A. Demonstrates knowledge of labor union contracts.
   B. Addresses employee concerns at the school level.
   C. Conducts hearings in a professional and timely manner.
   D. Resolves issues at the school level where possible.

14. Maintains appropriate standards of professionalism, including completing and submitting all reports and requests for information in a timely manner.
   A. Presents a professional appearance and demeanor.
   B. Shows respect and concern for others.
   C. Deals effectively with challenging situations.
   D. Maintains attendance and punctuality consistent with Board policies.
   E. Ensures that all reports are completed and assumes accountability for accuracy.
   F. Models professionalism, attendance, and positive behavior for employees.
<table>
<thead>
<tr>
<th>Glossary</th>
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<tbody>
<tr>
<td><strong>School Improvement Plan:</strong></td>
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<tr>
<td>The measurable objectives and supporting</td>
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<td>activities of the school staff to promote</td>
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<td>and support the Chief Executive Officers’</td>
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<td>educational and related goals.</td>
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<tr>
<td><strong>Crisis Plan:</strong></td>
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<tr>
<td>A set of procedures and responsibilities</td>
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<td>for handling emergency situations.</td>
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</table>
Performance-Based Appraisal Instrument for Principals*
Baltimore City Public School System

Name ________________________________    Emp# ____________________    School # _____

Position _______________________________    Supervisor’s Name ____________________________

Supervisor’s Position ________________________________    

Continuing communication between the principal and the Area Academic Officer (AAO) is necessary throughout the appraisal process. Formal conferences, in addition to those specified later in this section, may be held at the discretion of the AAO or at the request of the principal. The results of each conference will be documented and signed by both parties.

Evaluatee’s Program for Submittal to Superior – Each principal will submit the School Improvement Plan to the AAO.

First Conference – School Improvement Plans are subject to modification upon mutual agreement, in writing, between the parties concerned no later than October 31. By this date, the first conference report form will be completed and copies retained by the principal and AAO.

Second Conference – A second conference and preliminary appraisal session between the principal and AAO will be held no later than February 28. The second conference report form will then be completed and copies retained by the principal and AAO.

_________________________________________________
Administrator’s Signature

_________________________________________________
Supervisor’s Signature

_________________________________________________
Date

_________________________________________________
Date

*Also refers to those school-based administrators designated as Directors.
Dispersal Legend: Personnel – White; Evaluatee – Canary; Evaluator – Pink

Performance Appraisal for Principals

First Conference Report

Plan of Action: Goals, Timeline ____________________________________________________________
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Dispersal Legend: Personnel – White; Evaluatee – Canary; Evaluator – Pink
First Conference Report
Comments:

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Administrator’s Signature  Supervisor’s Signature

Date  Date

Dispersal Legend: Personnel – White; Evaluatee – Canary; Evaluator – Pink
Second Conference Report: Must address performance to date. Areas of weaknesses, if any, must be identified and a Performance Improvement Plan must be developed to address them.

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Administrator’s Signature

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Date

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14
**End-of-Year Report/Conference Form**

<table>
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<tr>
<th>Name _______________________________</th>
<th>Emp# __________________________</th>
<th>School # _____</th>
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<tbody>
<tr>
<td>Position ___________________________</td>
<td>Supervisor’s Name _______________________________</td>
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<tr>
<td>Supervisor’s Position ___________________________</td>
<td>End-of-Year Conference – A final appraisal session will involve the same procedures as the previous sessions. Three “U”s equal UNSATISFACTORY. Should the principal take exception to the evaluation results, further discussion may take place. Otherwise, he/she may seek redress available via the appropriate administrative procedures. If “U”s are given, evidence of documentation must be provided. This appraisal session must be conducted by July 31. Areas of weakness, if any, must be identified and a Performance Improvement Plan must be developed to address them.</td>
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**Evaluator’s Comments:**

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**Evaluatee’s Comments**

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________________________________________________________________________________________

**Date ______________________ Final Rating of Administrator’s Performance ______________________________**

*The signature of the administrator indicates that he/she has read the evaluation.*

<table>
<thead>
<tr>
<th>Evaluatee</th>
<th>Evaluator</th>
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*By signing this form, the evaluatee verifies that the evaluation was read and discussed. The evaluatee does not have to agree with the contents. The evaluation may attach comments. Dispersal Legend: Personnel – White; Evaluatee – Canary; Evaluator – Pink*
## Annual Evaluation Report

**Name _________________________________**  
**Position _______________________________**  
**School # _______________________________**  
**Evaluator ______________________________**  
**Evaluation Period _________________________**  
**Emp#______________________**

<table>
<thead>
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**Dispersal Legend:** Personnel – White; Evaluatee – Canary; Evaluator – Pink
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Performance-Based Appraisal Instrument for Principals

To Be Completed Only for Principals Who Receive Unsatisfactory Performance Ratings in the End-of-Year Conference

Any principal/director who receives a performance rating of UNSATISFACTORY is subject to the following recommended actions:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tr>
<td>• Retain with support: agreed-upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, and prescribed procedures for communication. Suggested monthly conferences with directions and guidance.</td>
<td>• Upon receipt of a second consecutive unsatisfactory performance rating, the staff member shall be permitted to return voluntarily to the next lower classification without prejudice.</td>
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<tr>
<td>• Administratively reassign to a lateral position with support.</td>
<td>• Upon receipt of a second consecutive unsatisfactory performance rating, the staff member may be demoted at the discretion of the Chief Executive Officer.</td>
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<td>• Permit staff members to return voluntarily to the next lower classification without prejudice.</td>
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Administrator’s Signature
______________________________  Supervisor’s Signature

Date __________________________  Date __________________________
Performance Improvement Plan (PIP)

Administrator ___________________________ School/Location _____________
Date _____________________ Position _____________________________
Supervisor _____________________________

Indicators of Area(s) Targeted for Improvement:

Actions Administrator Will Take to Correct Problem(s):

Assistance Administrator Will Need from Supervisor to Help Correct Problem(s):

*The PSASA Memorandum of Understanding states, “The Unit II members shall have a minimum of ninety (90) days to show improvement before an evaluation is made a matter of official record.”

Action Plan

<table>
<thead>
<tr>
<th>Actions/Activities/Events</th>
<th>Person(s) Responsible</th>
<th>Target Date</th>
<th>Review Date¹</th>
<th>Assessment of Progress</th>
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¹Each review is intended to document support and assistance provided to the administrator.

Attach additional sheet if necessary.

Distribution: Copy - Administrator Copy - Supervisor

Performance Improvement Plan
<table>
<thead>
<tr>
<th>PIP Appraisal</th>
<th>Administrator’s Comments</th>
<th>Supervisor’s Comments</th>
</tr>
</thead>
</table>

**First Review**

- [ ] End PIP
- [ ] Continue PIP

Date: ______________

**Second Review**

(if necessary)

- [ ] End PIP
- [ ] Continue PIP

Date: ______________

Administrator’s Signature ____________________________________________ Date ___________________

Supervisor’s Signature ____________________________________________ Date ___________________

Distribution: Copy - Administrator Copy - Supervisor

Performance Improvement Plan