

Ohio Principal Evaluation System

Suggestions for Evidence of Principal Performance

The Ohio Department of Education, together with the Buckeye Association of School Administrators and school administrators from across the state, prepared the information presented here to assist local school districts in conducting principal evaluations. Specifically, local superintendents, evaluators and principals can use this document as part of the essential conversations they should have at various stages about the performance component of the principal evaluation process. These conversations will focus on the evidence available to document the principal’s performance based on indicators from the [Ohio Standards for Principals](#) posted on the department’s website at education.ohio.gov.

The column at left presents the indicator for each standard, along with suggested questions. At right are examples of possible evidence for each indicator. Often, the list of suggested evidence refers to an Ohio Principal Evaluation System rubric, which is posted on the department’s [principal evaluation ratings Web page](#). Please understand that the suggestions at right are examples; principals may use other effective pieces of evidence to support their work.

Principal Standard 1: Continuous Improvement	Artifacts and Evidence
<p>1.1 Facilitate the articulation and realization of a shared vision of continuous improvement.</p> <p>How do you, as principal, promulgate a shared vision and keep it in view for staff?</p> <p>How have you engaged the staff and community in shaping a shared vision?</p>	<ul style="list-style-type: none"> • Meeting agenda depicts vision of continuous improvement • Newsletters, email, website, etc. that keep vision at forefront • Celebration photos showing students and staff involved in activities related to a shared vision • Data collection that represents school improvement • Agenda items aligned with building activities • Evidence of input from staff: forms, emails, surveys • Building Leadership Team minutes • Vision and mission statements posted • Agendas reflecting discussions of vision • Parent-teacher organization agendas • Outline of processes used to develop plan • Evidence of staff knowledge and understanding of vision (staff presentations, staff meeting agendas)
<p>1.2 Lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations.</p> <p>How do you set and monitor challenging student achievement goals?</p> <p>What data will you use to develop the goals?</p> <p>How did you engage staff to develop goals and to support this work?</p> <p>How have you identified, set and monitored challenging student achievement goals collaboratively?</p>	<ul style="list-style-type: none"> • Short-cycle assessments reflecting progress toward goals • Charts or graphs of relevant data • Celebrations, pictures, notes, minutes, agendas • Student achievement data • Assessment data • Parent and student surveys • Communications – notes, minutes, agendas • Evaluation goals of teachers • Outline of process to develop goals • Goals are visibly displayed • Building-leadership team minutes • Data from the Ohio Improvement Process’ Decision Framework

<p>1.3 Lead the change process for continuous improvement.</p> <p>What is your school's improvement plan?</p> <p>What changes have you identified to improve student achievement?</p> <p>How will you continue to measure progress?</p> <p>How have you engaged and supported staff and others in the change process?</p>	<ul style="list-style-type: none"> Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication (see the Ohio Principal Evaluation System rubric). This is a normal activity for principals, but show the evidence. Data collection schedule for year Professional development calendar aligned with goals Examples of weekly or monthly communication to staff Building leadership team and teacher-based team agendas and notes Test scores Benchmark data – assessments Pacing guide Improvement teams – notes, minutes, agendas Professional learning communities – notes, minutes, agendas Announcements regarding progress Goals on all forms of communication Data talks Professional development – notes, minutes, agendas Use of Ohio Leadership Advisory Council modules http://www.ohioleadership.org/
<p>1.4 Anticipate, monitor and respond to educational developments that affect school issues and environment.</p> <p>How do you systematically monitor student needs?</p> <p>What are your school community's current issues affecting education?</p> <p>How do you engage staff and others in systematic identification and monitoring of student needs?</p>	<ul style="list-style-type: none"> Membership in professional organizations Participation in staff development Professional leave: professional development requests Attendance at required in-services Communication to staff, parents, district leadership, students Course offerings Presentations Professional climate of building and district Artifacts that show working with the community Professional conferences and memberships Reading log
<p>Principal Standard 2: Instruction</p>	<p>Sources of Evidence</p>
<p>2.1 Ensure that the instructional content that is taught is aligned with the Ohio Learning Standards and curriculum priorities in the school district.</p> <p>What supports, processes and resources ensure staff understand the curriculum and learning standards?</p> <p>How do you engage staff across grade levels and subject areas in aligning and improving the curriculum?</p>	<ul style="list-style-type: none"> Principal leads staff in analysis and revision of curriculum, instruction, assessments and allocation of resources to ensure alignment with standards (see the Ohio Principal Evaluation System rubric) – notes of meetings and changes Lesson plans aligned Curriculum maps Common assessments Pacing charts Walkthrough feedback "I can" statements

<p>Vertical and horizontal teams, department teams, and others?</p>	<ul style="list-style-type: none"> • Areas of reinforcement and refinement from the Ohio Teacher Evaluation System
<p>2.2 Ensure instructional practices are effective and meet the needs of all students.</p> <p>How do you document and expand upon classroom observations, conversations and feedback on instruction?</p> <p>How do you guide and monitor teachers using best instructional practices?</p> <p>How do you engage faculty during the school day in the implementation of research-based instructional practices?</p>	<ul style="list-style-type: none"> • Principal connects teachers to other faculty for aid in the development of their instructional methods (see the Ohio Principal Evaluation System rubric). For example, show evidence of covering classes so teachers can observe each other, and other methods to connect teachers. • Summative and formative data results • Walkthrough feedback • National, state and local assessment results • Value-added data • Subgroup performance data • Teacher evaluations • Quarterly assessment data • Lesson studies • Data from before and after instructional practices are employed • Evidence of monitoring interventions and fidelity of implementation (example: response to intervention)
<p>2.3 Advocate for high levels of learning for all students.</p> <p>How do you use data to monitor instruction and student progress?</p> <p>How are you ensuring that teachers are engaged in discussions about ALL levels of students?</p> <p>How do you facilitate and sustain ongoing discussion of student needs among staff?</p>	<ul style="list-style-type: none"> • Mission and vision articulates learning for all students • Value-added data • Professional development for self and staff – notes, minutes, agendas • Teacher evaluations • Classroom goals • Building data-tracking systems • High levels of questioning witnessed • Professional learning community summaries • Document topic discussion at staff meeting – notes, minutes, agendas • Levels of learning for subgroups • Course offerings • Postsecondary and dual enrollment • ACT, SAT test data • Equity data – analysis of subgroup performance
<p>2.4 Know, understand and share relevant research.</p> <p>How do you share relevant research among staff?</p> <p>How do you engage staff in identifying and discussing relevant research and theory?</p>	<ul style="list-style-type: none"> • Professional development – agendas, meetings, notes • Communication about using best practices • Common planning time – teacher-to-teacher (agendas, schedules) • Staff meeting – notes, minutes, agendas • Book studies • Building professional development focus plan– notes, minutes, agendas • Teacher goals • Professional learning community conversations– notes, minutes, agendas • Document topic discussion at staff meeting • Levels of learning for subgroups • Course offerings • Postsecondary or dual enrollment data

	<ul style="list-style-type: none"> • ACT, SAT tests (evidence of building data and analysis with results)
<p>2.5 Understand, encourage and facilitate the effective use of data by staff.</p> <p>How do you – or your teacher leaders – model the use of data to inform decision-making?</p> <p>How do you ensure staff are trained in the collection and analysis of data relevant to student progress?</p>	<ul style="list-style-type: none"> • Ohio Improvement Process and CCIP for building • Professional development – data about days staff is released for this • Teacher of team goals • Data meeting • Focus group conversations– notes, minutes, agendas • Data walks • Walkthrough observations data • Conduct data study with staff • Use of local and national assessments
<p>2.6 Support staff in planning and implementing research-based professional development.</p> <p>How do you use staff inputs and student data to identify professional development opportunities addressing identified goals for student achievement?</p> <p>How do you analyze relevant data to inform professional development goals and strengthen instructional skills?</p>	<ul style="list-style-type: none"> • Number of professional development opportunities • Visits to other districts • Teacher-led professional development opportunities • Evidence of creativity with staff • Pilot programs • Weekly bulletins • Building professional development plan aligns to weakness and growth in the CCIP • Consortium and networking involvement • Schedule for professional learning community time • Provide resources (budget) • Show the training manual, agenda, etc. • Scheduling site visits from education associations (Ohio Association for Secondary School Administrators, Ohio Association for Elementary School Administrators, Ohio School Boards Association, Buckeye Association of School Administrators, etc.
Principal Standard 3: School Operations, Resources and Learning Environment	Sources of Evidence
<p>3.1 Establish and maintain a safe school environment.</p> <p>How do you communicate standards of behavior and model them for all members of the school community?</p> <p>What are your visitor procedures? How do you cooperate with local law enforcement? How and when do you review safety procedures?</p> <p>How do you monitor and systematically modify schoolwide behavioral routines as needed?</p>	<ul style="list-style-type: none"> • Show how principal examines and modifies routines, as needed (Ohio Principal Evaluation System rubric) – ex. annual changes to regulations, rules, procedures • Safety plans – notes, minutes, agendas • Reports or reviews of fire, tornado and safety drills • Data on bullying, suspension, expulsions, etc. • Participation in school transportation safety procedures documented in lesson plans. • Emergency response plan – notes, minutes, agendas • Material safety data sheets • Accident reports and logs • Discipline and serious offense records • Visitor procedures • Student and staff handbooks

<p>3.2 Create a nurturing learning environment that addresses the physical and mental health needs of all.</p> <p>How do you assess the learning environment to support the physical, social and cultural needs of students and staff?</p> <p>How do you support and promote a healthy school environment?</p>	<ul style="list-style-type: none"> • Children At Risk in Education (CARE) team • Safety plans for students with disabilities • Healthcare plans from nurse for medical issues of students • Clubs and activity groups • Guidance counselors meeting with groups • Character education (artifacts of planning and use) • Counseling services or community counseling • Free breakfast or summer lunch program– notes, dates, numbers • Occupational therapy or physical therapy services • Peer mediation program • Records of teacher and staff interaction with students • Adequate food service • Working with community service outside agencies • Surveys of parents and community members • Positive Behavioral Intervention and Support – artifacts of planning and use
<p>3.3 Allocate resources, including technology, to support student and staff learning</p> <p>How does the budgeting process seek to support identified student and staff needs?</p> <p>How do you assess the effectiveness of the budget in its support of student and staff learning?</p>	<ul style="list-style-type: none"> • Principal develops a budget aligned to student and staff needs (OPES Rubric) – Copy of budget • Online professional development • Webinars • Students use of electronic devices for instruction • Surveys of staff and students • Educational blogs • Tapping into community resources, providing professional development (schedule) • Time for trainings – notes, minutes, agendas • School visits (both within and outside of district)– notes, minutes, agendas • Conferences and professional development days – notes, minutes, agendas • Online access to grades • Individual teacher websites • Building resources that are used for students and staff needs and aligned to goals • Examples of “technological products” (i.e. producing videos)
<p>3.4 Institute procedures and practices to support students and establish an environment that is conducive to learning.</p> <p>How is the instructional program improved through the evaluation process?</p> <p>How are staff members actively recruited to ensure attainment of the school vision and what incentives support staff motivation?</p> <p>How do the teachers help each other to improve instruction and assessment?</p>	<ul style="list-style-type: none"> • Principal actively supports the recruitment and selection of staff who can ensure that the vision of the school is realized and retains productive staff (see Ohio Principal Evaluation System rubric) – dates of teacher interviewing and recruitment; work with new teachers and Resident Educator Program – meetings/notes • Character education programs • Schedules that protect learning time • Parent and student handbook • Credit recovery plans • Response to intervention • Student involved in learning (charts, learning logs, etc.) • Mentoring and tutoring programs

	<ul style="list-style-type: none"> • School rules and clear codes of conduct • Handbooks • Action plans • Copies of emails
<p>3.5 Understand, uphold and model professional ethics, policies and legal codes of professional conduct</p> <p>How does the principal demonstrate and model legal, ethical and professional behavior?</p> <p>How does the staff evaluation system contribute to the measureable improvement of instruction?</p> <p>How are legal mandates, local, state and federal analyzed and revisited as needed?</p>	<ul style="list-style-type: none"> • Meet with new teachers and review policies and planned meetings • Code of conduct • Review with teachers at yearly district and building meetings • Evidence of training that cautions staff about using social media • Background checks from FBI and Ohio's Bureau of Criminal Investigation • Follow proper hiring procedures • Monitor websites and emails • Dress codes (evaluation of or changes to...) • Communication responsibilities • Professional development on ethics, professional conduct, legal aspects of the profession • Areas that principal has identified through teacher evaluations as needing refinement throughout school and is addressing through professional development
Principal Standard 4: Collaboration	Sources of Evidence
<p>4.1 Create a collaborative learning culture</p> <p>How are structures for collaboration among all teachers developed and supported to reinforce norms of effective working teams?</p> <p>How is school culture supported so that educators work collaboratively to increase student learning?</p>	<ul style="list-style-type: none"> • Professional development meetings • Schedule of collaboration time • Agendas and minutes • Book study – minutes and meetings; who leads these meetings? • Direct observations • Grade-level meetings notes • Co-teaching artifacts • District and building leadership team reports about progress with Ohio Improvement Process • Staff meeting observations for problem solving and consensus building • Communication regarding pilots or decisions • Professional development for district and building leadership teams – evidence of principal support of these groups?
<p>4.2 Leadership is shared with staff, students, parents and community members.</p> <p>How do you share leadership responsibilities with staff to improve student learning?</p> <p>How do you use teacher leaders, grade-level leaders, department leaders, etc. in the decision-making process or in leading the academic process?</p>	<ul style="list-style-type: none"> • Principal consistently shares leadership responsibilities with staff (Ohio Principal Evaluation System rubric) – how to show evidence? (Minutes, notes, agendas) • Team minutes, meetings listed • Numbers of student groups • Parent-teacher organization meetings and minutes • Memoranda and emails • Department head meeting minutes • Newsletters • Booster club information

<p>How do you match individual staff and collective team talents with leadership responsibilities to improve student learning?</p>	<ul style="list-style-type: none"> • Volunteer organization – ex. Junior Achievement, etc. • Family crisis engagement team • Utilization of teacher leaders – evidence of shared decision-making • Team presentations – for building professional development and for local or state presentations • Evidence from student activity groups • Committees involving parents and community members • Staff leadership trainings • Membership in leadership groups – including parents and community • Parent and community open forum • Professional development through Ohio Leadership Advisory Council's Ohio Leadership Development Framework
<p>4.3 Principals develop and sustain leadership.</p> <p>How do you model and promote leadership among staff? Assistants? Teacher leaders? Grade-level leaders? Committee leaders?</p> <p>What do you do to facilitate leadership development among your teachers?</p> <p>How do you actively pursue leadership development among staff to advance the leadership capacity of staff and students?</p>	<ul style="list-style-type: none"> • Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders (Ohio Principal Evaluation System rubric) • Professional learning communities • Committees for principals, coaches, etc. • Intervention plans • Class officers, extracurricular officers – programs for the development of student leadership • Supplemental contracts for teacher leaders – department heads/grade-level leaders; data and instructional coaches • Teacher sharing out-of-district professional development experiences with staff • Notes from building leadership team • Teacher-led committees • Assign roles for Resident Educator Program • Professional development for leadership opportunities • Teacher-based team leaders conduct meetings • Observation of teacher leaders in facilitating roles • Professional development for teacher leaders in facilitating roles • Nominate and invest funding in aspiring leader training
<p>Principal Standard 5: Parents and Community Engagement</p>	<p>Sources of Evidence</p>
<p>5.1 Use community resources to improve student learning.</p> <p>How do you ensure the school is represented at community functions and gatherings?</p>	<ul style="list-style-type: none"> • Principal arranges school-community partnerships to support student achievement and school and community priorities (Ohio Principal Evaluation System rubric) • Number of students participating in programs such as Junior Achievement

<p>Have you developed school-community-business partnerships?</p> <p>How do you develop partnerships with the school community that are aimed at improving student achievement?</p>	<ul style="list-style-type: none"> • List of targeted students receiving additional support from community programs • Grandparent and foster grandparent program • Volunteers in building – are they connected to student learning? • Community partnerships – evidence of activities and meetings • Business partnerships meeting agendas and minutes • Parent volunteers involved – groups or lists • Volunteers noted on school rosters • Parent-teacher association or booster meetings – minutes and announcements
<p>5.2 Involve parents and community members in improving student learning.</p> <p>How does the school communicate with parents about expectations for student learning and services addressing student learning needs?</p> <p>How do you recruit parents and community members to aid in your school's student achievement?</p> <p>How do you provide parents with information about your school's services?</p> <p>Do you use diverse means to engage parents and others in support of student learning and the instructional program?</p>	<ul style="list-style-type: none"> • Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program (Ohio Principal Evaluation System rubric) • Career day that includes community members – show lists, meetings and planning notes • School hosting chamber of commerce meetings that allow students to attend • Many districts have their own community projects conducted by volunteers throughout the building or student groups • After-school program • Parent nights that are educational sessions where the school, for example: <ul style="list-style-type: none"> Teaches about electronic gradebooks Teaches methods to aid reading at home Provides other activities, so that parents are participating, rather than just attending sessions. • Involvement of parent-teacher organizations in programs that aid student achievement • Parent volunteers – who help with tutoring, after-school study programs, study halls for athletes, mentoring sessions • Programs that allow alumni to return and give back • Involvement of mental health agencies
<p>5.3 Connect the school with the community</p> <p>How do you bring school and community together in decision-making to increase student achievement?</p> <p>How do you collaborate with community and business groups to help with school issues and improve student learning?</p> <p>How do you bring school and community together to collaborate on improving student learning?</p>	<ul style="list-style-type: none"> • Collaborates with school and community groups to identify resources and solutions to increase student achievement among all students (Ohio Principal Evaluation System rubric) • Parent involvement in site-based decision-making groups • Participation in community activities such as Relay for Life • Attendance and participation at service projects • Electronic communication and social media – examples of how you use Facebook, Twitter, etc. • Attendance and participation at restaurant nights • Web pages – Do you have a community public relations or business section? Does it advocate involvement or ask for involvement? • Newsletters

	<ul style="list-style-type: none"> • Attendance and participation in community parades • Civic organizations – include notes or minutes indicating your involvement • Attendance and participation at county fairs • Programs such as senior lunches, Donuts for Dads, Muffins for Mom, grandparent lunches, etc.
<p>5.4 Establish expectations for the use of culturally responsive practices that acknowledge and value diversity</p> <p>How do you model appreciation and respect for diversity as part of improving student achievement?</p> <p>How do you proactively support tolerance and inclusion to create an environment conducive to high achievement for all students?</p>	<ul style="list-style-type: none"> • Assembly programs • Announcements • Cultural diversity programming • Character education • Anti-bullying education • Programs that encourage collaboration with other schools and districts

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Additional resources for evidence and professional development – Log into www.ohioleadership.org (this is free). Click on the link at the top of the page for Online Learning Dashboard. Scroll down and find the link at the bottom left for “evaluation crosswalks.”