

APPENDIX F: GLOSSARY OF TERMS

Aggregation – the combining of multiple measures into a single score.

Artifacts – are a wide variety of tangible evidence that is intended to lend support to a principal's effectiveness and subsequent rating.

Continuous improvement – a process that includes steps such as planning, implementing, evaluating and improving over time leading to better processes and outcomes.

Formative – includes measures and a process that is intended to give quality feedback to principals on progress toward their goals and informs subsequent growth plans. No consequences are associated with these measures or process.

Indicators – are observable and measurable statements about what leaders do to ensure effective teaching and successful learning by every student.

Multiple Measures – require a number of different measures to judge both student and principal performance on their standards or expectations.

Performance levels/categories – are labels for levels of principal effectiveness based on rubrics, multiple measures and supporting artifacts. In South Dakota these levels are unsatisfactory, basic, proficient and distinguished.

PEWG – is the acronym for the Principal Evaluation Working Group

Professional Development Plan – is the individualized plan for principal professional development based on prior performance. Each plan consists of professional development goals and clear action steps for how each goal will be met.

Rubrics – are a set of descriptions or criteria used to score or rate principal's performance on domains and indicators. Good rubrics consist of a measurement scale (e.g., four-point), a set of clear criteria, and performance descriptions for each criterion at each point on the scale.

School Improvement Plan – is a course of action developed by the principal, working collaboratively with a school team. They review past performance, set goals and develop a plan to meet those school goals.

Stakeholders – are different role groups with an interest in the success of the education system. A stakeholder could be a parent, teacher, student, school board member, community leader, business representative, etc.

Domains – are statements of what an effective principal should know and be able to do. Good domains are based on research of what effective principals do in schools that have raised student achievement.

Summative – an end-of-cycle or end-of-the-year evaluation that is based on multiple measures, domains and performance criteria that usually results in a judgment (such as being assigned a rating) being made about the principal.

Surveys – are questionnaires about the principal's performance given to various stakeholder groups. In this case, questions on how well a principal meets standards or other expectations can be asked of their teachers, principals, students and/or community members. Stakeholder feedback is designed to give principals informal feedback on how they are perceived by different stakeholder groups. A "360" survey is given to all stakeholders who surround the principal.

Weighting – occurs when different numerical emphases are placed on different measures. For example, a weight of 20% would count twice as much as a weight of 10% when calculating a score.