

# PRINCIPAL EFFECTIVENESS: PROFESSIONAL PRACTICE GOAL

## Phase Two: Self-Assessment and Analysis

**What are our areas of strength and areas of growth?** *Using the Professional Practice rubrics, identify an area of strength and an area of growth for each of the six Principal Effectiveness Domains.*

### Domain 1

**Area of Strength:**

**Area for Growth:**

### Domain 2

**Area of Strength:**

**Area for Growth:**

### Domain 3

**Area of Strength:**

**Area for Growth:**

### Domain 4

**Area of Strength:**

**Area for Growth:**

### Domain 5

**Area of Strength:**

**Area for Growth:**

### Domain 6

**Area of Strength:**

**Area for Growth:**

## Phase Two: Goal Setting

### Sample Professional Practice Goals

#### Domain 1:

I will collect and analyze data with the school's leadership team on a quarterly basis in order to monitor progress toward our school improvement goals.

#### Domain 2:

I will facilitate a process for monitoring the alignment of the implemented curriculum with the intended curriculum.

#### Domain 3:

When hiring or placing staff, I will establish and consistently use selection criteria to assess a candidate's skills and potential "fit" within the staff culture, within a grade level team, within a content area.

#### Domain 4:

In partnership with local law enforcement, other emergency management professionals, and appropriate staff leaders, I will establish and monitor school safety procedures.

#### Domain 5:

I will build an effective two-way communication system between home, community, and school using multiple accessible methods including verbal, written, and electronic communications.

#### Domain 6:

## Phase Three: Implementation and Collection of Evidence

**What evidence/artifacts will I provide to show progress toward the Professional Practice Goal?**

### Examples:

- **Comprehensive School Improvement plan**
- **Focus/Priority plans**
- **Data from Indistar**
- **Assessment data (qualitative and quantitative)**
- **Log and samples of evaluations/walk throughs that reflect instructional and cultural expectations**
- **Meeting agendas, minutes**
- **Crisis plans; documentation of practice drills and response to drills;**
- **Communication plan**
- **Survey results**
- **Hiring process/procedures**

## Phase Two: Plan Development

**What decisions will I make and what actions steps will I take to achieve the Professional Practice Growth Goal?**

### Examples:

- Establish a leadership team, a meeting schedule, and protocols for analyzing data.
- Establish clear expectations with regard to adherence to the curriculum and monitor expectations through regularly scheduled classroom observations, collaborations with individual teachers/grade level teams and viewing of lesson plans.
- Work with leadership team to establish criteria for hiring that aligns with the culture and pedagogical expectations of the school.
- Work with appropriate outside agencies and internal staff to develop, implement, and monitor effective crisis plans.
- Gather feedback from the community through surveys and focus groups regarding communication needs. Using data, pull together a committee comprised of teachers, parents, and at large community members to develop a communication plan.

## Phase Four: Progress

**What progress did we make toward the Professional Practice Goal?**

**How will that progress affect the Professional Practice Goal for the upcoming year?**

# PRINCIPAL EFFECTIVENESS: SCHOOL GROWTH GOAL

## Phase Two: Self-Assessment and Analysis

What are our strengths and weaknesses? Analyze district and state data, i.e. Smarter Balance, unit assessments, DIBELS, DRA, graduation and attendance rates, ACT, NCRC, observation data (walk-throughs, evals), discipline data, survey data, etc. to determine course of action.

- Is Math stronger than Reading or vice versa?
- Are certain grade levels performing better?
- Are graduation rates and/or attendance rates of concern?
- Are there concerns about a subgroup?
- Are there any noticeable trends—both positive and negative?
- Is the curriculum aligned with state content standards?
- Is there vertical/horizontal curriculum alignment within the district, the school, grade levels, and content areas?
- Are instructional strategies aligned with the content being taught and do they support appropriate Webb Leveled Depth of Knowledge?
- Are teachers aware of approximate pacing they need to address all standards?
- Does the school environment/culture inhibit learning?
- How are you using, if at all, interim assessments?

Strengths:  
Areas for Growth  
Trends:

## Phase Four: Progress

What progress did we make toward the Student Growth Goal?

How will that progress affect the Student Growth Goal for the upcoming year?

## Phase Two: Goal Setting

### Sample AMO/SPI Growth Goal:

\_\_ will meet the established AMO target in ELA by increasing the percentage of students scoring at a Level 3 or 4 from \_\_\_\_\_ % to \_\_\_\_\_ %, with a six-year goal of \_\_\_\_\_ %

### Sample Claims Level Growth Goal:

\_\_ percentage of all students at Grade \_\_ will achieve at/near standard or above standard in comprehending a range of increasingly complex literary and informational texts.

### Sample Attendance Goal:

Attendance will increase by \_\_ percent among the non-Gap Group and by \_\_ percent among the Gap Group.

### Sample Graduation Rate Goal:

\_\_ percentage of students will achieve high school completion OR cohort graduation

### Sample School Culture Goal:

At least \_\_% of our students will respond to our tiered intervention supports for behavior as evidenced by Office Discipline Referrals and receiving one referral or less during the 2016-2017 school year.

Or

Choose one of your Title I Goals; Priority/Focus Goals

## Phase Three: Collection of Evidence

What evidence/artifacts will I provide to show progress toward the Student Growth Goal?

### Examples:

- Comprehensive School Improvement Plan
- Focus/Priority Plans
- Data from Indistar
- Assessment data (qualitative and quantitative)
- Log and Samples of Evaluations/Walk Through with Feedback
- Meeting Agendas, Minutes

### Principal Effectiveness Framework Connections

Component 1.1, 1.2, 2.1, 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1

## Phase Two: Plan Development

What decisions will I make and what actions steps will I take to achieve the Student Growth Goal?

### Examples:

- PBIS implementation
- Scheduling
- Hiring
- Budget planning/allocations
- Professional development
- PLC implementation
- Research-based strategy implementation
- Purposeful/Planned informal/formal evaluations with timely and specific evidence-based feedback



## Phase Three: Plan Implementation

How are we progress monitoring our students to determine appropriate progress and intervention needs?

What assessments or data will we use/collect to monitor our progress toward the Student Growth Goal?

### Samples:

- SBAC data
- Survey data
- Teacher walk throughs/evaluations
- SLO's
- Interim assessments
- District level assessments
- Discipline data
- NCRC data
- Infinite campus data/attendance

