

Summary of North Carolina Principal Evaluation Process

Standards on the North Carolina Rubric for Evaluating Principals:

Superintendents score principals as not demonstrated, developing, proficient, accomplished, or distinguished on each of the elements within standards.

1. **Standard One: Strategic Leadership.** The principal leads the school staff in constant reflection on their vision, mission, and goals. The administrator guides the school through constant inquiry on how it prepares students for the future.
 - a. **School Vision, Mission, and Strategic Goals:** The school community has internalized the school's mission and vision, and aligns all decisions with these guiding principles.
 - b. **Leading Change:** The principal leads the way in the design of change that will result in improved student achievement.
 - c. **School Improvement Plan:** The school improvement plan creates a framework in which strategic planning and work toward goals results in improved student achievement.
 - d. **Distributive Leadership:** The principal encourages staff to take ownership of decisions and accept leadership responsibilities both within, and outside of, the school.
2. **Standard Two: Instructional Leadership.** The principal creates an environment in which the staff is accountable for the performance of their students. The administrator leads the staff in the use of the best instructional practices and spurs collaboration between teachers.
 - a. **Focus on Learning and Teaching, Curriculum, Instruction, and Assessment:** The principal engages teachers in discussions about curriculum and assessment, as well as best practices to ensure student success.
 - b. **Focus on Instructional Time:** The principal protects students' learning time and teachers' planning time.
3. **Standard Three: Cultural Leadership.** The principal fosters a positive school culture focused on student achievement. He or she understands school traditions and values and uses them to create a sense of pride. When necessary, the principal leads the school community to shape its culture into a more positive one.
 - a. **Focus on Collaborative Work Environment:** The principal focuses on the development of a spirit of collaboration between staff members.
 - b. **School Culture and Identity:** The principal uses the school's vision, mission, goals, and values to build a positive culture.

- c. **Acknowledges Failures; Celebrates Accomplishments and Rewards:** The principal acknowledges failures and uses them as opportunities for improvement. The administrator uses accomplishments to enhance a sense of pride in the school.
 - d. **Efficacy and Empowerment:** The principal builds a sense of well-being among students, staff, and students' families. The staff feels empowered to take action and create improvements.
4. **Standard Four: Human Resource Leadership.** The principal creates a professional learning community through recruitment, induction, support, evaluation, development, and retention of high-performing staff.
- a. **Professional Development/Learning Communities:** The principal individualizes professional development to meet school needs. He or she creates a professional learning community among the staff.
 - b. **Recruiting, Hiring, Placing, and Mentoring of Staff:** The principal creates processes and procedures to ensure a high-quality, high-performing staff.
 - c. **Teacher and Staff Evaluation:** The principal completes evaluations in a fair and consistent manner. The administrator uses the results of evaluations to improve performance and student achievement.
5. **Standard Five: Managerial Leadership.** The principal organizes the school and its systems in a manner that ensures efficiency and effectiveness in practices.
- a. **School Resources and Budget:** The principal uses the budget to maximize student achievement.
 - b. **Conflict Management and Resolution:** The principal creates processes and procedures to resolve problems and resume the focus on student achievement.
 - c. **Systematic Communication:** The principal uses various forms of communication to keep all stakeholders aware of school goals, activities, progress, and setbacks.
 - d. **School Expectations for Students and Staff:** The principal creates and enforces expectations, structures, rules, and procedures for students and staff.
6. **Standard Six: External Development Leadership.** The principal engages the community in the support and ownership of its schools.
- a. **Parent and Community Involvement and Outreach:** The administrator develops strong relationships with students' families and community members.
 - b. **Federal, State, and District Mandates:** The principal complies with all federal, state, and district laws and policies.
7. **Standard Seven: Micro-political Leadership.** The principal uses diversity and constructive differences between staff members to push the school toward its goals.

The administrator uses his or her awareness of staff needs, issues, and interests to build cohesion.

Steps to the Evaluation Process:

1. Orientation: At the beginning of the school year, the superintendent provides a group orientation for all principals in the district. Each principal receives a complete set of materials that outline the evaluation process.
2. Pre-Evaluation Planning: The principal completes a self-assessment using the North Carolina School Executive: Principal Evaluation Rubric. He or she should also complete a preliminary goals form after completion of the self-assessment.
3. Meeting Between Principal and Superintendent/Designee: The principal meets individually with the Superintendent or his or her designee. At this meeting, they discuss the results of the self-assessment, preliminary goals, and the artifacts that will be gathered for the evaluation process.
4. Data Collection: The principal collects the agreed-upon artifacts during the school year. The superintendent/designee visits the school to observe the environment and speak with teachers and other members of the school community.
5. Mid-Year Evaluation Between Principal and Superintendent/Designee: The principal and the superintendent/designee meet to discuss progress toward goals and adjustments to action plans that will result in increased progress.
6. Prepare a Consolidated Performance Assessment: The principal uses data and feedback from steps four and five to create a summary of his or her performance.
7. Meeting Between Principal and Superintendent/Designee: The principal and superintendent/designee meet to discuss progress toward goals. At this time, they discuss the self-assessment, consolidated assessment, and the superintendent's summary evaluation of the principal. They agree upon performance goals and recommendations for the Professional Growth Plan.