

# PRINCIPAL PERFORMANCE STANDARDS

The performance indicators are provided as samples of activities that address the standard.

**The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.**

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards that guide the performance of the principal. The PPGES provides principals with an assessment of their performance on these standards as viewed through Student Growth, Val-Ed and Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. While decisions around summative ratings have not been made at this time, principals will eventually receive their summative rating based on the measures. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's performance.

## **Performance Standard 1: Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

\* Principals should reference the ten assessment competencies identified in Appendix A.

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
<p>The principal <b>rarely</b> fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p>	<p>The principal <b>inconsistently</b> fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p>	<p><b>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</b></p>	<p>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.</p>

## Performance Standard 2: School Climate

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	<b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>	The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.

### Performance Standard 3: Human Resources Management

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	<b>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b>	The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).

## Performance Standard 4: Organizational Management

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.	The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	<b>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</b>	The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.

## Performance Standard 5: Communication and Community Relations

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.	The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with-stakeholders.	<b>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</b>	The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.

## Performance Standard 6: Professionalism

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	<b>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</b>	The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).