

**WINDHAM SCHOOL DISTRICT
PRINCIPAL EVALUATION CRITERIA**

- A. Levels of Performance.** Consistent with the Danielson model we use four descriptors indicating level of performance:
1. Level One - Performance needs improvement. This indicator will result in an improvement plan being created by the superintendent, a loss of part or all of a base salary increase, and no access to the performance pool. A level one denotes little or no progress toward meeting building, district or personal goals and limited success in meeting responsibilities in one or more of the six areas being appraised.
 2. Level two - Performance is satisfactory. This indicator level indicates that performance does not rise to either of the top two ratings in meeting job responsibilities and/or the achievement of goals. Goals are not typically complex, little evidence that initiatives have spread school-wide exists, and the role of the principal in the attainment of progress is not clear. Progress is limited but observable and considered competent. A base salary increase may be awarded.
 3. Level three - Performance is proficient. Proficient is a much stronger descriptor than competent. Proficient denotes clear evidence of progress towards the attainment of school, district and personal goals as a direct result of the principal's leadership. The entire staff is focused on implementing initiatives within classrooms and the culture of improving teaching and learning is evident in teachers meetings, team meetings, and the performance evaluation process. Personal objectives are complex, growth oriented and reflect a considerable commitment toward an action orientation. A base salary increase is awarded with eligibility for performance awards determined by any of the six areas where performance rises to a level beyond proficiency. Every principal is expected to be proficient in each area.
 4. Level four - Performance is distinguished. This level of descriptor rises beyond the notion that an individual is performing responsibilities skillfully and well. The implication is that the performance of responsibilities or the attainment of goals result in discernible improvements that can be both quantitatively and qualitatively identified. Distinguished denotes results rather than just progress towards results and reflects principal's application of research and professional knowledge in a manner that improves conditions for teachers and students in any of the six areas being appraised. A base salary increase is awarded as well as a performance award for each category where the distinguished level is accomplished.
- B. Areas being evaluated.** Six areas have been identified by Windham principals as being the critical components of their responsibilities:

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(continued)

1. Goal Setting
 - Establishment and achievement of personal growth goals.
 - Establishment and achievement of building goals.
 - Establishment and achievement of team/grade level goals.
 - Establishment and achievement of school council goals.

2. Environment
 - Maintenance, cleanliness and safety of the physical plant.
 - Implementation of school district discipline policy and student management structures.
 - A professional working environment and an effective school culture that is purposeful and focused on teaching and learning.
 - A school staff and faculty committed to achieving school and district goals and who are cohesive in these efforts.
 - Varied and effective communications are practiced and feedback from stake holders is actively solicited.
 - Collaboration and collegiality exist.
 - Emergency plans are in place and a variety of drills occur regularly and successfully.

3. Teacher Evaluation
 - The SAU model of performance appraisal is completely implemented and timelines honored.

4. Fiscal Responsibilities
 - The SAU model of budget development is completely implemented and timeliness honored.
 - The school budget reflects instructional priorities and focuses new resources in those areas.
 - School activity accounts are carefully maintained and all expenditures of these funds are appropriate, checks include proper signatures and receipts and invoices are maintained.
 - Expenditure of district funds occurs by purchase orders submitted in a timely fashion.
 - Personnel decisions are made in accordance with budgeted monies.

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5. Curriculum, Instruction and Assessment
- Grade level curricula is routinely discussed, reviewed and evaluated for results.
 - Instructional programs are consistent from classroom to classroom within grade levels and content areas.
 - Assessment of student progress is continuous and consistent from classroom to classroom. Pre and post testing is employed to enable the differentiation of instruction and to demonstrate student gains.
 - Meaningful data is personalized, analyzed, reported and used to inform instruction.
6. Professional Responsibilities
- Leadership on district and school committees.
 - Initiatives to improve instruction and to implement best practices identified by research.
 - Professional development is targeted toward the achievement of personal, school and district goals.
 - Community involvement is meaningful and engaging of a variety of stake holders.

C. Method of Award of Performance Pool Funds

Performance pool funds, when available, are awarded by the superintendent to principals based on the six areas of responsibility and a rating of one to four in proficiency level. In 2002-2004 one-half point will be awarded for each rating of distinguished in any of the six areas. The performance award, once determined, will become part of the principal's base salary for the ensuing school year and will be reflected in that annual contract and used as the salary figure for computing future increases for the following year.

Performance awards for assistant principals are based on the application of the principal evaluation criteria to their performance by the principal. The principal will then make recommendations to the superintendent.

BUILDING PRINCIPAL(S) EVALUATION

The Superintendent shall conduct an ongoing process of evaluating the principal(s) on his/her skills, abilities, and competence. Annually, the Superintendent or his/her designee will formally evaluate the principal(s). The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the school district, clarify the building principal's role as the board and the superintendent see it, ascertain areas in need of improvement, and focus the immediate priorities of the principal(s) responsibilities.

The formal evaluation shall include written criteria related to the job duties. The principal may make comments responding to the formal evaluation.

The formal evaluation shall also include an opportunity for the principal and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation shall be completed by the Superintendent, signed by the building principal and filed in the principal's personnel file.

This policy supports and does not preclude the ongoing informal evaluation of the principal's skills, abilities and competence.

New principals will be evaluated at least twice in writing for each of the first three years of their employment.

Statutory & Regulatory References

RSA 189:14-a & b

Littkey v. Winchester School District, 219 NH 626 (1987)

NH Code of Administrative Rules Part 302 Superintendents

NH Code of Administrative Rules Part 304 School Principals

Appendix CFB – R

Revised: November, 1999

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