



U.S. Virgin Islands Principal Portfolio Guidebook

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June 2015

Acknowledgments

The *U.S. Virgin Islands Principal Portfolio Guidebook* was written by Allison Layland of the Florida and the Islands Comprehensive Center at ETS, and Matthew Clifford and Tammie Knights of American Institutes for Research, through a contract with the Florida and the Islands Comprehensive Center at ETS. The contents reflect the ideas and opinions of U.S. Virgin Islands educators, who generously provided their time and ideas in reviewing the document.

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Introduction

School leadership is second only to teachers in influencing student learning. Although many stakeholders contribute to school leadership, including teachers, parents, community members and students, the principal establishes a culture of leading and learning to support effective instruction resulting in positive student performance. School leadership is complex and requires a multitude of skills, knowledge and beliefs to build a positive learning environment so all students succeed in being prepared for college and/or careers.

“An effective school leader is one who promotes the academic, social and emotional success of all students by creating conditions for optimum teaching and learning to occur in a positive school culture.”

U.S. Virgin Islands Department of Education Task Force

The foundation of principal evaluation in the U.S. Virgin Islands is the **Five Essential Practices of School Leadership Framework** which is aligned with the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.

School leadership is much more complex today and cannot effectively be measured by one instrument or approach, therefore, the principal evaluation process for all principals in the U.S. Virgin Islands includes four measures:

- **Observation** is a formal method of gathering evidence about performance. Two formal observations will be completed by the superintendent each academic year. The scores from each observation are used in the final principal summative evaluation calculation. Refer to the *U. S. Virgin Islands Principal Evaluator’s Manual for the Instructional Feedback Observation* for a detailed explanation of the principal observation procedures and tools.
- **Principal portfolio** is a principal-generated documentation of performance on the Five Essential Practices of School Leadership. The principal portfolio includes documentation of the completed Principal Professional Growth Plan (PPGP). The portfolio is assembled throughout the academic year and evaluated by the superintendent near the end of the school year, but before the principal’s summative evaluation meeting.
- **VAL-ED** is an online survey of teachers, instructional staff, supervisors and principals that is administered by the VIDE Division of Human Resources twice per year (in most cases, November and April). The first administration is intended for feedback only and is not factored into a principal’s summative score. Evidence from the second administration each year is factored into the principal’s summative score. For the summative score, VAL-ED teacher scores are averaged and included in the principal evaluation score calculation. A principal’s self-assessment and the superintendent

scores are not included in the summative score. Table 3 shows the alignment of VAL-ED with the Five Essentials of School Leadership.

- **School Leadership Time** is indicated by a principal's attendance and tardiness in Time Force. Attendance is an importance aspect of the VIDE's Employee Effectiveness System, and adherence to VIDE attendance policies is an aspect of a principal's professional responsibility.

This guidebook provides information and forms needed to develop, present and score the **Principal Portfolio**. Throughout the guidebook, the following icons call attention to important ideas or features:



Terminology and Business Rules: Provides definitions of terms and procedures



Tools You Can Use: Points you to corresponding forms or protocols

A Principal Portfolio Quick Reference Guide is included (Attachment E). Additional information regarding the *Five Essential Practices of School Leadership Framework*, the *Interstate School Leaders Licensure Consortium (ISLLC) Standards* can be found at <http://tle.vide.vi/> or by contacting the VIDE Division of Human Resources staff at evalquestions@doe.vi.

Principal Portfolio

All principals are required to develop and present a portfolio as part of their annual evaluation. The Principal Portfolio is a collection of artifacts that demonstrate performance related to leadership practices and indicators detailed in the Five Essential Practices of School Leadership Framework. Artifacts are intended to represent principal practice, as opposed to being a random document collection only focused on accomplishments. Evidence for all of the practices, indicators, and elements in the Five Essential Practices for School Leadership Framework must be provided in the Principal Portfolio. With input from educators on St. Thomas, St. John and St. Croix, the VIDE Principal Portfolio process was constructed to collect a set of common and individualized artifacts to be systematically reviewed and scored.



What is a Portfolio?

A portfolio is a collection of strategically chosen artifacts created and used in the everyday routines of a principal, which are assembled and explained by the principal for the purpose of performance evaluation.

All Principal Portfolios will be submitted and managed through *TalentEd*, the U.S. Virgin Islands Department of Education (VIDE) electronic performance management system.

Artifacts

An **authentic artifact** is a document, chart, plan, or other piece of evidence developed in the course of work and used by the principal routinely in leading a school, and demonstrates exemplar school leadership practice. Because there are so many artifacts created through normal school leadership practice during a typical school year, “high density” artifacts, those that demonstrate a range of a principal’s performance related to all practices, indicators and elements of the Five Essential Practices of School Leadership Framework, should be submitted. Selection of high density artifacts minimizes the amount of evidence collected and reviewed, yet together can represent all essential practices related to school leadership.



A Principal Portfolio consists of required **common** artifacts all principals use as part of processes/procedures in U.S. Virgin Islands districts and schools, as well as **unique** artifacts used by a principal in his or her school context.

Both common and unique artifacts are included in a portfolio. A **common** artifact is a document that all principals use in required processes or procedures of school leadership in the U.S. Virgin Islands districts and schools.

A **unique** artifact is one that a principal identifies as exemplary of school leadership practice specific to his/her school. Unique artifacts may differ across portfolios but can have a common theme. For example, all principals may be asked to include an artifact related to parental engagement, however,

one principal's parent engagement artifact may a document related to PTA meetings, where another's could include a parent presentation on their role in school improvement. Table 1 highlights the general characteristics of a high quality artifact.

Table 1: What Makes a Quality Artifact?

Weak Artifact Evidence	Moderate Artifact Evidence	Sufficient Artifact Evidence	Strong Artifact Evidence
Artifacts are provided, but it is not clear how the artifacts demonstrate evidence for the behaviors described in the element or artifacts are unlikely to display a range of practice, and no explanation is included.	Artifacts provide clear evidence for part of the behavioral descriptors in the element and a range of practice quality is likely to be observed. Artifacts require a rational for selection or explanation.	Artifacts provide clear evidence for more than half of the behavioral descriptors in the element, and an explanation is provided, as appropriate. A range of performance can be observed.	Artifacts provide clear evidence for all the behavioral descriptors in the element, and an explanation is provided, as appropriate. A range of performance can be observed.

Principal Portfolio Process

The Principal Portfolio process is similar to the Teacher Portfolio process in many ways. The Principal Portfolio process encourages collaboration with the superintendent and reflection. Each principal engages in planning, collecting artifacts and sharing a portfolio to demonstrate exemplar performance on all Five Essential Practices of School Leadership.

Figure 1: Principal Portfolio Process



Portfolio Planning

Portfolio planning occurs during the **Principal Evaluation Planning Meeting** at the beginning of the school year. The principal and superintendent discuss the six artifacts reflecting school leadership practices to include in the portfolio, as well as expectations for submission. Portfolio artifacts, when viewed in combination, provide a complete picture of the principal's school leadership during school year. The practices, indicators, and elements in the Five Essential Practices of School Leadership Framework describe what that complete picture might look like (Table 2). The Five Essential Practices of School Leadership Framework, previous principal evaluation data and current principal practice can be used to inform the selection of the unique artifacts for a portfolio.

Table 2: Example of Five Essential Practices of School Leadership Design

The Five Essential Practices of School Leadership Framework

Leadership Practice 1: Build Shared Purpose **Practice is the biggest grain size.**

Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans				
Element	Unsatisfactory The principal performing at the unsatisfactory level...	Basic The principal performing at the basic level also...	Proficient The principal performing at the proficient level also...	Distinguished The principal performing at the distinguished level also...
Elements combine to describe and score.	<ul style="list-style-type: none"> Has created school improvement plan and other documents that display the alignment between the school vision, mission, and annual objectives with district goals and initiatives. Ensures others reference the vision, mission, and goals when making organizational decisions. Shows evidence of enacting the school objectives by engaging with other staff. 	<ul style="list-style-type: none"> Gathers input from a diverse set of stakeholders when creating or implementing the school vision, mission, and goals. Monitors school progress toward attaining the mission and goals, particularly with respect to the educational attainment of students who struggle. 	<ul style="list-style-type: none"> Develops procedures for schoolwide reflection and collective action to improve the school to meet the vision and mission. 	<ul style="list-style-type: none"> Coaches teacher leaders, assistant principals, or other principals on developing, enacting, and monitoring a mission, vision, and school improvement plan. Engages in district-level discussions about policy direction and learning objectives.

Each indicator describes part of the practice.

The following **Guiding Questions** can be used to guide the planning:

1. To what degree is the principal clear about the portfolio process?
2. What possible unique artifacts are identified to demonstrate school leadership practices linked to the Indicators in the Five Essential Practices of School Leadership Framework?
3. To what degree will the artifacts represent all Five Essential Practices of School Leadership?
4. What form might the artifacts take (e.g., written, video)?
5. When will the artifacts be collected? Does the timeline to collect artifacts allow for enough time to complete the portfolio by the due date?
6. What, if any, support does the principal need in collecting artifacts?

7. What information could be shared at the mid-year check-in meeting to demonstrate progress in completing the portfolio?
8. What supplemental information or rationale will need to be provided to explain the artifacts and how they demonstrate evidence of the indicators at the end of the school year?

At the conclusion of the meeting, the principal and superintendent complete the **Principal Portfolio Planning Form** (Attachment A) in *TalentEd* and schedule/confirm dates for the Mid-year Check-in and Portfolio Presentation meetings.

Evidence Gathering

With input from principals from both school districts, the VIDE leadership identified **six artifacts** to be in the Principal Portfolio as part of the U.S. Virgin Islands principal evaluation process. The artifacts were chosen because they can represent multiple aspects of school leadership practices (dense) and they focus on important topics of leadership in the U. S. Virgin Islands. Both **common** and **unique** artifacts are included (Table 3).



A **common** artifact is a document, chart, plan, etc. that used by all principals, whereas a **unique** artifact is used by a principal in his or her school context.

Table 3: Artifacts for U. S. Virgin Islands Principal Portfolios

REQUIRED ARTIFACTS	TYPE OF ARTIFACT
Transformation via Observation and Data Document (TODD)	Common: All principals will include the TODD which includes the current Common Core State Standards (CCSS), Employee Effectiveness System (EES) and Positive Behavior Intervention System (PBIS) plans for their school.
A set of completed documents for one teacher's evaluation	Common: All principals will select one teacher for whom an evaluation has been completed and include the following documents: <ul style="list-style-type: none"> • Teacher Observation Danielson Framework for Teaching-1 • Teacher Observation Danielson Framework for Teaching-2 • Teacher Observation Danielson Framework for Teaching-3 (if the teacher is probationary) • Teacher Portfolio Review Form • Teacher Portfolio Scoring Form • Teacher Summative Evaluation
Principal Professional Growth Plan	Common: All principals include a professional growth plan using the same format in <i>TalentEd</i> , the electronic performance management

	system.
Professional Learning Communities Artifact	Unique: Each principal chooses an artifact related to Professional Learning Communities to include in the portfolio.
Parent Engagement Artifact	Unique: Each principal chooses an artifact related to parent engagement to include in the portfolio.
Choice Artifact	Unique: Each principal chooses one additional artifact to include in the portfolio.

Transformation via Observation and Data Document (TODD)

The Transformation via Observation and Data Document (TODD) contains the CCSS, EES and PBIS plans as part of a territory wide continuous improvement process. The TODD represents data, strategies, and actions designed to improve student achievement, increase teacher and leader effectiveness, and promote positive school culture and climate. The plan is modified and reflected upon in a continuous process. The TODD is reflective of the following essential practices of school leadership:

- **Build Shared Purpose Indicator 1.1:** Implement a Vision, Mission, and Goals Aligned to School Improvement
- **Focus on Learning Indicator 2.1:** Improve the Instructional Program and **Indicator 2.2:** Support Teachers' Development of a Positive Classroom Climate
- **Manage Organizational Systems Indicator 3.2:** Lead and Develop Personnel and **Indicator 3.3:** Manage Resources
- **Collaborate with Community Indicator 4.1:** Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

A Set of Completed Documents for One Teacher's Evaluation

An important aspect of a principal's work is instructional leadership. Principals can have a positive impact on student learning by helping teachers improve their teaching practices. Through the teacher evaluation process, principals are able to observe teachers, provide meaningful, constructive feedback to improve or expand instructional practices, and influence the quality of instruction throughout the school. As an artifact, the set of documents is reflective of the following essential practices of school leadership:

- **Build Shared Purpose Indicator 1.1:** Implement a Vision, Mission, and Goals Aligned to School Improvement
- **Focus on Learning Indicator 2.1:** Improve the Instructional Program and **Indicator 2.2:** Support Teachers' Development of a Positive Classroom Climate
- **Manage Organizational Systems Indicator 3.2:** Lead and Develop Personnel and **Indicator 3.3:** Manage Resources

A principal selects the teacher evaluation to include as the artifact. A complete set of teacher evaluation documents include the following forms in *TalentED*:

- Teacher Observation Danielson Framework for Teaching-1
- Teacher Observation Danielson Framework for Teaching-2
- Teacher Observation Danielson Framework for Teaching-3 (if the teacher is probationary)
- Teacher Portfolio Review Form
- Teacher Portfolio Scoring Form
- Teacher Summative Evaluation

Principal Professional Growth Plan

All principals are responsible for completing an annual Principal Professional Growth Plan (PPGP), which describes professional learning goals, evidence of professional development activity completion, and evidence of applying learning to school contexts. The PPGP is reflective of the following essential practices of school leadership:

- **Lead with Integrity Indicator 5.1:** Demonstrate Personal and Professional Responsibility

The goal of the PPGP is to advance a principal's *leadership practice*. The PPGP process is designed to foster reflection, collaboration, and accountability. The process is similar to the Teacher Professional Growth Plan in that a principal develops goals based on previous evaluation data and reflection, identifies and completes professional learning activities, applies the learning to current practice, and reflects on knowledge and skills learned and their impact on instructional leadership.

Developing the PPGP

Two goals must be included in the plan:

- **Growth Personal Learning Goal:** A personal learning goal for the principal that addresses an area of growth or improvement informed by self-reflection using the Five Essential Practices of School Leadership Framework, previous evaluation results (if available), and other available data.
- **Collaborative Learning Goal:** A team of principals (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and applying their learning to improve school leadership practice and school results. The collaborative learning goal would be the same for all of the principals in the team; however, each principal is responsible for identifying and completing appropriate professional learning activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

The goal should be written as a **SMART** goal (specific, measurable, attainable, realistic, and timely).

Table 4. Defining SMART Goals

S	Specific: States exactly what principals want to accomplish. Specify who, what, where, and why. Write a rationale for the goal based on previous performance and district or school direction.	Who will do what? Where will it be done? What activities will be completed? Where will the activities be completed?
M	Measurable: Describes how goal attainment will be demonstrated and evaluated.	What evidence will show activities are completed? How will learning be applied in practice? What evidence will show learning has been applied?
A	Achievable: Explains why the goal is achievable, yet challenging.	What is the action-oriented verb? Why are the goals achievable and challenging?
R	Realistic: Describes how the goal will be applied in the school.	Why is the goal relevant to the work you do? How will the goal help you to be better at your job? How does the goal align to performance standards?
T	Timely: States when activities will be completed and when learning will be applied (and observable) in the school.	When will professional development activities occur? What are the deadlines for each activity? When will learning be applied in the school?

The PPGP goals should focus on *the principal's professional practices* (e.g., planning programs, communicating to staff) as opposed to school-wide leadership activities (e.g., teachers use of data, professional learning community [PLC] focus on instruction). By improving professional practices, changes in school-level leadership practices may result.

Professional Learning Activities

Professional learning activities, target completion dates, anticipated outcome and application of the learning are identified for each goal. When selecting professional learning activities, the principal and superintendent should consider *formal* activities including workshops, university courses, coaching, mentoring, action research, and PLC activities that have a scope and sequence for attaining specific intents or goals. Informal professional development includes meetings, reading, or other open-ended activities that do not have a scope and sequence of actions or specific intents or goals.

Measures of Progress and Success

The principal and superintendent also identify how the principal can show the completion of each activity and how progress towards achieving each goal will be demonstrated. The emphasis is on learning related to school leadership and applying the learning in school contexts.

Completing the PPGP

The PPGP is discussed, revised on an as needed basis, and finalized as the Portfolio planning occurs during the **Principal Initial Evaluation Meeting** at the beginning of the school year. The PPGP is then completed in *TalentEd*.

Throughout the school year, the principal completes the professional learning activities, applies learning to meet goals, and collects evidence to demonstrate completion of the PPGP. Evidence is uploaded into **BriteLocker** through *TalentEd* and the PPGP is reviewed and rated as an artifact in the portfolio.

Professional Learning Communities Artifact

The VIDE leadership selected Professional Learning Communities (PLCs) as a focus of one Principal Portfolio artifact. The principal chooses an artifact that best reflects school leadership related to PLCs and the following essential practices:

- **Focus on Learning Indicator 2.1:** Improve the Instructional Program and **Indicator 2.2:** Support Teachers' Development of a Positive Classroom Climate
- **Manage Organizational Systems Indicator 3.2:** Lead and Develop Personnel
- **Lead with Integrity Indicator 5.1:** Demonstrate Personal and Professional Responsibility

Parent Engagement Artifact

The VIDE leadership also selected parent engagement as a focus of one Principal Portfolio artifact. The principal chooses an artifact that best reflects school leadership related to engaging parents and **Collaborate with Community Indicator 4.1:** Collaborate with Families and Stakeholders, and Respond to Diverse Community Needs.

Choice Artifact

The sixth artifact is one the principal chooses to include. This is an opportunity for the principal to choose an artifact representing a range of a principal's performance related to all practices, indicators and elements of the Five Essential Practices of School Leadership Framework

Principals should collect artifacts throughout the school year, rather than waiting until the third quarter. Waiting to the last minute can result in an incomplete collection of documents put together haphazardly that do not reflect exemplar performance. All artifacts for the Principal Portfolio should be uploaded into **BriteLocker** through *TalentEd*. *TalentEd* is the performance management system implemented by the VIDE Division of Human Resources to manage the teacher and principal evaluation processes. *TalentEd* includes an electronic portfolio called **BriteLocker**, a web-based tool to store, organize and access artifacts. Information and access to **BriteLocker** can be obtained by contacting Human Resources staff at evalquestions@doe.vi.

Mid-year Check-in

During the Mid-Year Check-In Meeting, the principal and superintendent discuss work on the Principal Portfolio. It is an opportunity to share progress in artifact collection and on PPGP professional learning activities, discuss challenges, and identify possible solutions. The conversation focuses on supports needed to ensure successful completion of the Portfolio. The following **Guiding Questions** can be used to facilitate the Mid-Year Check-In meeting:

1. Do artifacts collected thus far provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
2. Do artifacts collected thus far provide evidence for all or most of the essential practices? If current artifacts suggest not all essential practices will be represented, what changes can be made to ensure evidence for all artifacts is collected before the portfolio presentation meeting?
3. What evidence do the artifacts collected at this point suggest about the principal's mastery of the essential practices? What changes in practice need to be made or what additional supports are needed for mastery?
4. What other information needs to be shared so that the artifacts can be evaluated fairly?
5. Are there steps the principal should take to change prior practice and make the artifacts stronger?

Portfolio Review

The principal and superintendent meet to review the Principal Portfolio at the Portfolio Review Meeting, which occurs during the fourth quarter of the school year. The meeting is an opportunity for the principal to share and answer questions to ensure the superintendent understands the artifacts and their relationships to his or her school leadership practices. Artifacts and explanations should provide clear evidence of behaviors described in the elements of one or more indicators of the Five Essential Practices of School Leadership Framework.

In preparing artifacts and explanations for presentation, consider how effectively the artifact and explanation work *together* to demonstrate exemplar performance for the specific essential practice. The explanation should also include the principal's reflection on his or her performance, as indicated by the artifact and explanation. It is critical that a thorough explanation is provided so the superintendent has enough information to fairly score the portfolio. The explanation can be included in **BriteLocker** when the artifact is uploaded or can be shared through a presentation or captured during the conversation between the principal and superintendent.

Scoring the Principal Portfolio

Evidence provided through the portfolio comprises one of the four measures used in the calculation of the final summative score for the principal's evaluation (Table 5).

Table 5. Principal Evaluation Measures for the Five Essential Practices of School Leadership

Measures	Five Essential Practices of School Leadership Framework				
	Build shared purpose	Focus on learning	Manage organizational resources	Connect with community	Lead with integrity
VAL-ED Survey					
Portfolio					
Observation					
School Leadership Time					

The **Principal Portfolio Rating Summary** form (Attachment D) is used to score the Principal Portfolio. The Superintendent indicates what artifacts were included in the portfolio and explains how each artifact serves as evidence of his/her performance in each of the Five Essential Practices of School Leadership. Evidence includes not only the artifact itself, but also any explanation or information the principal shares during the portfolio presentation. A score is assigned to each of the Five Essential Practices for School Leadership based on the evidence.

The practice scores are shared and included as one of three practice scores combined and used to determine summative scores for each of the essential practices.

Contact the VIDE Division of Human Resources for any questions regarding this Guidebook or any aspect of the principal evaluation at evalquestions@doe.vi.

Attachment A: Principal Portfolio Planning Form SY15-16

The Principal portfolio is a principal-generated documentation of performance on the Five Essential Practices of School Leadership. The portfolio is assembled throughout the academic year and evaluated by the superintendent near the end of the school year, but before the principal's summative evaluation meeting. Six artifacts are required for the portfolio. Three artifacts, Transformation via Observation and Data Document (TODD), teacher evaluation documents, and PPGP, have been pre-selected for all principals. In addition, principals select one artifact each for Professional Learning Communities and Parent Engagement, and one artifact for a leadership practice of their choice. For each artifact collected, the principal provides an explanation of how the artifact demonstrates his/her performance on the corresponding leadership practice. The *U.S. Virgin Islands Principal Portfolio Guidebook* provides a detailed explanation of portfolio development and can be accessed on the [VIDE EES website](http://tle.vide.vi) at <http://tle.vide.vi>.

During the Principal Initial Evaluation Meeting, the principal and superintendent discuss possible artifacts for Professional Learning Communities and Parent Engagement, and one artifact for a leadership practice of their choice and identify what the principal will collect below.

Artifact 1

The TODD is a document which contains the CCSS, EES and PBIS plans for their school and the impact on improving instruction.

School Leadership Practice and Indicators:

- **Build Shared Purpose**, Indicator 1.1 Implement a Vision, Mission, and Goals Aligned to School Improvement Plans
- **Focus on Learning**, Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate
- **Manage Organizational Systems**, Indicator 3.2: Lead and Develop Personnel and Indicator 3.3: Manage Resources
- **Collaborate with Community**, Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

Artifact 2

A set of completed documents for one teacher's evaluation

School Leadership Practice and Indicator(s):

- **Build Shared Purpose**, Indicator 1.1 Implement a Vision, Mission, and Goals Aligned to School Improvement Plans
- **Focus on Learning**, Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate

- **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel and
- **Manage Organizational Systems** Indicator 3.3: Manage Resources

Artifact 3

Principal Professional Growth Plan

School Leadership Practice and Indicator(s):

- **Lead with Integrity**, Indicator 5.1: Demonstrate Personal and Professional Responsibility

Artifact 4

Professional Learning Communities Artifact (indicate a possible artifact to be collected)

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School Leadership Practice and Indicator(s):

- **Focus on Learning**, Indicator 2.1: Improve the Instructional Program
- **Focus on Learning**, Indicator 2.2: Support Teacher's Development of a Positive Classroom
- **Manage Organizational Systems**, Indicator 3.2: Lead and Develop Personnel
- **Lead with Integrity**, Indicator 5.1: Demonstrate Personal and Professional Responsibility

Artifact 5

Parent Engagement Artifact (indicate a possible artifact to be collected)

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School Leadership Practice and Indicator(s):

Collaborate with Community, Indicator 4.1: Collaborate with Families and Stakeholders, and Respond to Diverse Community Needs

Artifact 6

Principal's Choice (indicate a possible artifact to be collected)

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School Leadership Practice:

Choose an item.

Select the School Leadership Practice that will be demonstrated by the artifact.

School Leadership Practice Indicator:

Choose an item.

Select Indicator related to the School Leadership Practice.

Attachment B: SMART Goal Quality Checklist

		Yes	No
Specific	The plan for attaining professional learning goals is clear. It identifies one or more formal professional learning activities, where the activities will occur, what scope and sequence of the activities are, who will support learning, what resources are needed, how learning will be applied in practice, and what evidence will be provided to show activities have been completed.		
Measurable	Criteria for completion of the professional development activities are clearly measurable because specific evidence of completion is identified. Criteria for applying learning to leadership practices also are clearly measurable because specific evidence for applying learning to leadership practices has been identified.		
Attainable	The rationale for selecting professional learning activities is ambitious but attainable, given the leader's career trajectory, available time, learning preferences, and resources. The proposed application of learning to practice also is ambitious and attainable, given the leader's career trajectory, time, and school context.		
Realistic	The rationale for the goal is clearly linked to summative ratings on performance evaluations and school or district leadership improvement plans. Application of learning is linked to performance levels in the Five Essential Practices of School Leadership Framework and school or district improvement objectives.		
Timely	Times, dates, and benchmarks for professional development and application of learning have been defined. Professional development and application of learning occurs within one school year.		

Attachment C: Principal Professional Growth Plan SY15-16

Instructions

The Principal Professional Growth Planning (PPGP) Template is designed to facilitate the principal's professional development. The principal uses it to set PPGP goals as well as to track and reflect on professional development or goal-related activities; the superintendent uses it to review and score the principal's PPGP progress at the conclusion of the evaluation cycle.

Two goals must be included in the plan:

- **Growth Personal Learning Goal:** A personal learning goal for the principal that addresses an area of growth or improvement informed by self-reflection using the Five Essential Practices of School Leadership Framework, previous evaluation results (if available), and other available data.
- **Collaborative Learning Goal:** A team of principals (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and applying their learning to improve school leadership practice and school results. The collaborative learning goal would be the same for all of the principals in the team; however, each principal is responsible for identifying and completing appropriate professional learning activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

The goal should be written as a **SMART** goal (specific, measurable, attainable, realistic, and timely).

Goal 1 – Growth Personal Learning Goal

SMART Goal

A personal learning goal for the principal that addresses an area of growth or improvement informed by self-reflection using the Five Essential Practices of School Leadership Framework, previous evaluation results (if available), and other available data.

School Leadership Practice Addressed:





Choose an item.

School Leadership Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my school leadership practice?	Outcomes: How will the changed school leadership practice impact school performance?	Target Completion Date
			

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?

Goal 2 – Collaborative Learning Goal

SMART Goal

A collaborative goal developed by a team of principals (cross district, cross school level, feeder group, PLC team, etc.) that focuses on a common area for growth.

School Leadership Practice Addressed:





Choose an item.

School Leadership Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my school leadership practice?	Outcomes: How will the changed school leadership practice impact school performance?	Target Completion Date
			

How will I know that I am making progress and achieving my goal?

--

What supports might I need to complete the activity and achieve my goal?

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Attachment D: Principal Professional Growth Plan Development Rubric SY15-16

Principals and Superintendents use this rubric to guide development of the PPGP.

GROWTH PERSONAL LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, incomplete, or not focused on principal learning.	The SMART goal is specific and focuses on principal learning relevant to principal's growth.	AND the SMART goal is relevant to improving or principal leadership related to principal's growth.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs professional learning activities.
The Rationale	The rationale does not support principal's learning relevant to the focus of principal's growth.	The rationale supports principal's learning relevant to the focus of principal's growth.	AND supports improving principal leadership related to the focus of principal's growth.	AND supports improving principal leadership to meet school needs based on data.
The Learning Activity	The learning activity is not connected to the principal's growth goal.	The learning activity connects to the principal's growth goal.	AND could contribute to improving principal leadership related to the principal's growth goal.	AND could contribute to improving principal leadership to meet the school's needs as they relate to the principal's growth goal.
Application of Principal Learning	Principal does not indicate how the new knowledge and skills will be used.	Principal indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve principal related to the focus of principal's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to principal leadership beyond the school.
The Outcome(s)	Outcome(s) is not specified or related to principal learning activity.	Outcome(s) identifies what the principal will learn from the activity.	AND identifies how principal leadership will improve as a result of the activity.	AND identifies how improved principal leadership will result in school improvement.

Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence is specified to determine if the learning activity is completed.	AND includes how changes in principal leadership will be determined.	AND includes how changes in principal leadership that support school improvement will be determined.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the goal.	AND support successful completion of the professional learning activities.	AND support application of the learning to meet school needs so the goal can be achieved.
COLLABORATIVE LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, is incomplete, or is not focused on principal learning.	The SMART goal is specific and focuses on collaborative principal learning.	AND the SMART goal expands or adds to current effective principal leadership.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs principal learning activities.
The Rationale	The rationale does not support the principal's learning.	The rationale supports the individual principal's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify school needs.
The Learning Activity	The learning activity is not connected to the collaborative goal.	The learning activity connects to the collaborative goal.	AND contributes to expanding on current effective principal leadership.	AND addresses school needs.
Application of Principal Learning	Principal does not indicate how the new knowledge and skills will be used.	Principal indicates how and when the new knowledge and skills will be used.	AND will expand on current effective principal leadership.	AND will result in school improvement.
The Outcome(s)	Outcome(s) is not specified or related to principal learning activity.	Outcome(s) identifies what the individual principal will learn from the activity.	AND how current effective principal leadership will improve.	AND how improved principal leadership will result in school improvement.

Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence of the completed learning activity is specified.	AND evidence of progress toward completion is specified.	AND a plan for individual and collaborative reflection is included.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the collaborative goal.	AND sustain successful completion of the professional learning activities.	AND assist with application in the school.

Attachment E: Principal Professional Growth Plan Scoring Rubric SY15-16

PPGP Scoring Rubric: The superintendent, deputy superintendent, or designee uses this rubric to score the completed PGP and principal reflection at the end of the school year as part of the Portfolio Review. The score is used as one component of the total Principal Portfolio score.

	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
OVERALL PRINCIPAL PROFESSIONAL GROWTH PLAN	There is no PGP or the PGP is incomplete.	The PGP is at a basic level of development based on the PGP Rubric.	The PGP is at a proficient level of development based on the PGP Rubric.	The PGP is at a distinguished level of development based on the PGP Rubric.
EVIDENCE	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
PRINCIPAL REFLECTION	Reflection is vague or does not relate to principal's learning.	Reflection relates to the principal's learning.	AND addresses impact on principal's leadership practice.	AND addresses how the principal's leadership is impacting school improvement.
ENGAGEMENT	The principal made little or no attempt to engage in professional learning.	The principal engaged in the professional learning activities.	AND applied professional learning to the principal's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.

Attachment F: Principal Portfolio Scoring Form SY15-16

Instructions: A Principal Portfolio is one of the measures used to determine a principal's summative evaluation rating. Use this form to score the Principal Portfolio. Include specific evidence from the artifacts.

Principal Portfolio Artifacts (Use the drop down list to indicate if artifact is present in TalentEd and/or BriteLocker or incomplete.)

1. Transformation via Observation and Data Document (TODD)

Choose an item.

2. Completed Set of One Teacher's Evaluation Documents

Choose an item.

3. Principal Professional Growth Plan

Choose an item.

4. Professional Learning Community Artifact

Choose an item.

5. Parent Engagement Artifact

Choose an item.

6. Choice Component Artifact

Choose an item.

Use the following scale to score each Essential Practice of School leadership. Refer to the descriptions in the *Five Essential Practices of School Leadership Framework* which begins on page 5 of the Framework document accessible on VIDE EES web portal at <http://tle.vide.vi>. Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

Essential Practice Score

1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

- 1. Build Shared Purpose:** The most effective leaders develop a compelling, shared organizational vision and ensure the vision is lived in the daily work of educators.

Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans

Choose an item.

Rationale for Rating

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

- 2. Focus on Learning**

Indicator 2.1: Improve the Instructional Program

Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate

Choose an item.

Rationale for Rating

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

3. Manage Organizational Systems

Indicator 3.1: Manage the Organizational Structure

Indicator 3.2: Lead and Develop Personnel

Indicator 3.3: Manage Resources

Choose an item.

Rationale for Rating

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

4. Collaborate with Community

Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs

Choose an item.

Rationale for Rating

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

5. Leadership Practice 5: Lead with Integrity: Principals lead with integrity and model responsibility through pursuit of professional learning

Indicator 5.1: Demonstrate Personal and Professional Responsibility

Choose an item.

Rationale for Rating

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

Principal's Comments (Optional)***Superintendent's Comments (Optional)***

Attachment G: Principal Portfolio Quick Reference Guide

All principals are required to develop and present a portfolio as part of their annual evaluation.

Required Elements

Six Portfolio Artifacts	Related Essential Practices of School Leadership
Transformation via Observation and Data Document (TODD)	Build Shared Purpose Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans Focus on Learning Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate Manage Organizational Systems Indicator 3.2: Lead and Develop Personnel and Indicator 3.3: Manage Resources Collaborate with Community Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs
A set of completed documents for one teacher's evaluation	Build Shared Purpose Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans Focus on Learning Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate Manage Organizational Systems Indicator 3.2: Lead and Develop Personnel and Indicator 3.3: Manage Resources
Principal Professional Growth Plan (PPGP)	Lead with Integrity Indicator 5.1: Demonstrate Personal and Professional Responsibility
Professional Learning Communities Artifact	Focus on Learning Indicator 2.1: Improve the Instructional Program and Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate Manage Organizational Systems Indicator 3.2: Lead and Develop Personnel Lead with Integrity Indicator 5.1: Demonstrate Personal and Professional Responsibility
Parent Engagement Artifact	Collaborate with Community Indicator 4.1: Collaborate with Families and Stakeholders, and Respond to Diverse Community Needs
Choice Artifact	Principal chooses an artifact and indicates the practices and indicators demonstrated by the artifact

Portfolio Process and General Timeline

Step	What Is Done	When It Is Done
Develop the PPGP	Principals develop the PPGP.	At the beginning of the school year
Portfolio Planning	Principals and superintendents plan contents of portfolio and finalize the PPGP.	At the beginning of the school year
Collect Evidence	Principals collect artifacts and implement the PPGP.	Throughout the school year
Check progress	Principals and superintendents check on progress and adjust the PPGP as needed.	At the end of the second quarter
Portfolio Review	Principals share Principal Portfolio with superintendent, who evaluates the artifacts in relation to the Five Essential Practices of School Leadership and indicators.	Near the end of the fourth quarter

