

Guiding Questions For Assistant Principal Evaluation Planning Meeting

The initial meeting between the assistant principal and principal is intended to (a) set expectations for the performance evaluation, (b) establish a calendar for the evaluation, (c) identify performance evidence for the portfolio, and (d) finalize the assistant principal professional growth plan (PGP). The initial meeting is a one-on-one, in-person conversation between the assistant principal and principal that requires, typically, one hour.

Prior to the meeting, assistant principals should do the following:

- Review the *U. S. Virgin Islands Assistant Principal Evaluation Guidebook*.
- Review the *U. S. Virgin Islands Assistant Principal Portfolio Guidebook*.
- Draft PGP SMART (specific, measurable, achievable, relevant, and time-bound) goals and submit PGP to principal through TalentEd.
- Draft the Portfolio Planning Form and submit form through TalentEd to the principal prior to the meeting
- Review previous performance assessment results.
- Self-assess current performance by using the *5 Essential Practices of School Leadership: A Supporting Framework for Assistant Principals*, noting strengths and weaknesses.
- Prepare questions or topics of discussion.

Principals should do the following:

- Review the *U. S. Virgin Islands Assistant Principal Evaluation Guidebook*.
- Review the *U. S. Virgin Islands Assistant Principal Portfolio Guidebook*.
- Review the draft PGP SMART (specific, measurable, achievable, relevant, and time-bound) goals submitted through TalentEd to the principal prior to the meeting.
- Review the draft Portfolio Planning Form submitted through TalentEd to the principal prior to the meeting.
- Review previous evaluation results.

The following questions might be discussed during the initial meeting.

Evaluation Process Check

- What questions does the assistant principal have about the evaluation process?
- Does the assistant principal have a clear understanding of the purpose of the performance evaluation?
- Do the assistant principal and principal know where to turn for assistance with evaluation procedures, should questions arise?
- Do the assistant principal and principal have access to all performance evaluation forms?

Beginning the Portfolio Process

- To what degree is the assistant principal clear about the portfolio review process?
- What artifacts has the assistant principal identified for inclusion in the portfolio?

- To what degree are the artifacts representative of all Five Essential Practices of School Leadership?
- What supplementary information or rationale will the assistant principal need to provide to explain the artifacts?
- What, if any, support does the assistant principal need in collecting and managing the artifacts through BriteLocker?
- What information should be submitted by the midyear check-in meeting?

Finalizing PGP SMART Goals

- Do the SMART goals meet the criteria set forward in the PGP (see the SMART goal checklist)?
- To what degree is the PGP ambitious?
- To what degree is the PGP feasible?
- Has the rationale for the PGP been discussed and completed?
- To what degree are resources available for the PGP?
- What supports does the assistant principal need to complete the plan?
- To what degree do school conditions support the application of learning?
- What supports does the assistant principal need to apply learning to the school?
- What documents or other evidence will the assistant principal provide to show PGP activities completion?
- What documents or other evidence will the assistant principal provide to show application of learning in the school environment?
- What is the timeline for PGP activities completion?
- What is the timeline for learning application in the school?
- Which aspects of the PGP will be completed by the midyear check-in?
- Have both parties agreed to the goals?

Planning for Observation

- Will the second observation be an Instructional Feedback Observation or observing the assistant principal in a different area (Non-instructional Observation)?
- If the second observation is a non-instructional observation, what activity will be observed? What two practices and indicators will be observed?
- What questions does the assistant principal have about the observation process?
- When will the observations occur?