

PURE PRINCIPAL EVALUATION WORKSHOP OUTLINE

WHO EVALUATES?

LSC or committee? LSC decides.

LSC alone votes to accept/approve evaluation report

LEGAL ISSUES

Principal and high school student representative may not vote on anything related to principal's evaluation

All votes regarding process and approval of evaluation must be taken at an open meeting

Closed meetings permitted for interview, discussion, review of past evaluations, ETC.

DETERMINE

Agree on process

PROCESS

Set standards and criteria

Set timeline

INFORMATION

School Improvement Plan/Budget monitoring reports

GATHERING

School Report Card Data

Evaluation by General Superintendent/REO (request copy)

Principal's contract/ any added provisions

Surveys For input, not a vote

Be inclusive of entire school community (*teachers, parents, non-teaching staff, community, students*)

Principal's self-evaluation Major accomplishments

Concerns, issues

Vision for the school

FIRST MEETING WITH PRINCIPAL BE FAIR!

Ask how he/she wants to be evaluated (mutual expectations)

Ask for principal's statement

EVALUATE INTERVIEW Get impressions right away

Use a form to get individual responses

Meet for discussion and to write evaluation

Plan second interview within two weeks

PREPARE EVALUATION REPORT using information gathered.

VOTE ON EVALUATION and provide written copy to principal no later than May 1.

Suggested wording of motion: *I move that we accept the principal's evaluation as presented.*

SECOND MEETING WITH PRINCIPAL, if either LSC or principal request such a meeting.

LSC may, but is not required to adjust evaluation subsequent to this meeting.

This would also be a good time to work with the principal to develop goals for the coming year which would also serve as a part of the next year's evaluation criteria.

PRINCIPAL EVALUATION SUGGESTIONS/ THINGS TO LOOK FOR

STRENGTHS OF SCHOOL What has principal contributed to school?

skills, programs, grants, etc.

WEAKNESSES OF SCHOOL What efforts has principal made to remedy problems?

some examples Overcrowding: How has space been utilized?

Are classrooms used as offices?

Are other options investigated?

Discipline: Have committees been established?

Has ancillary staff been used?

Are outside agencies used?

Are there counseling groups?

Are there parent workshops?

Bilingual: How are funds used?

Is there an active Bilingual Committee?

Are guidelines followed?

OBJECTIVE DATA

Suspension forms

Special Education tracking forms

Achievements of school

Attendance figures

STAFF FUNCTIONING

Are vacancies filled promptly?

Are there adequate sub services?

Are specialists or LD teachers used as subs?

How are social workers, psychologists, etc., used?

Is staff factionalized?

Are teachers working with students?

Are teacher aides working in classrooms?

Does principal make all teachers feel valued?

Does principal play favorites?

Is principal accessible to everyone?

Is principal visible in and around school?

What is the school climate?

What is the school's physical condition?

SUPPORT OF REFORM

Do staff, parents, LSC, participate?

Is SIP meaningful, realistic, and concrete?

Does principal offer alternative and contingency budgets?

Did staff, parents, LSC receive good training?

Does principal try to help LSC? Divide or control LSC?

Does he/she share information with LSC?

Does he/she encourage committee work?

Is there an active PPAC? Bilingual Committee?

Does principal work to involve parents?

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PRINCIPAL EVALUATION WORKSHOP

Sample Evaluation Interview Questions for Principal/ First Meeting

What strengths do you bring to this position?

How has our school improved or changed under your leadership?

What would you like to focus on during the coming year?

How can you grow in the future?

How can the LSC help you?

Other comments:

PRINCIPAL EVALUATION WORKSHOP

Sample Survey Questions for Principal Evaluation

What strengths does the principal bring to his/her position?

How has our school improved or changed under the principal's leadership?

What would you like the principal to focus on during the coming year?

How can the principal grow in the future?

Other comments:

UNDERSTAND THE PROCESS

- └ LSC adopts evaluation process and final evaluation at an open meeting
- └ Principal does not vote on any aspect of his/her evaluation
- └ Open Meetings Act applies (see OMA handout)

STEPS IN THE PROCESS

- └ Decide whether or not to establish an evaluation committee; if so, how (volunteers, lottery, etc.)?
- └ Decide on process and timeline
- └ Hold preliminary interview with principal
- └ Set standards for principal (see below)
- └ Gather information (see below)
- └ Prepare CPS evaluation form based on all information
- └ Meet with principal to discuss results of your review
- └ Prepare final evaluation for LSC approval
- └ Submit copy of evaluation to Region Office

SETTING STANDARDS FOR YOUR PRINCIPAL: It is only fair that the principal have a good idea of what you expect of him/her. Some of this information may be spelled out in the contract which the LSC signed with the principal. Some of it will be clear from the School Improvement Plan. Remember, no one can do it all! Your goal should be to work with your principal to enhance the strengths that he/she already has and to help define and develop in him/her the skills he/she needs to make your school the best it can be.

Here are some examples of what to look for in a good principal. *Which ones are the most important for your school?*

- has a sense of mission
- has a fair, clear, written, available discipline policy
- promotes a healthy school atmosphere
- has high expectations for teaching and learning
- communicates well with all members of the school community
- supports and encourages parental and community involvement
- keeps school building clean and in good repair
- promotes a wide range of school activities
- understands and supports school reform
- improves curriculum and instruction
- respects and values teachers' input
- shares information
- understands financial aspects of school administration
- is visible in the school

GATHERING INFORMATION: Interview parents, community, teachers, students (can be anonymous)
Develop a survey for parents and staff
Hold an open forum
Ask principal to write self-evaluation
Request Regional Officer's evaluation (completed each September)
Look at school report card
Monitor school improvement plan and budget

SAMPLE QUESTIONS FOR PRINCIPAL EVALUATION

What are the principal's strengths? weaknesses?
Is the principal accessible to teachers? to parents?
Are all members of the school community provided access to school reform training and information?
How much school reform training has been done?
Is the principal a good listener?
How well does the PPAC function?
Are there usually enough substitute teachers?
Has the principal worked to improve bilingual education?
If the school is overcrowded, what has the principal done to improve the situation?
Does the principal bring grant money and donations into the school?
What has the principal done to improve attendance?
Is there a plan to address transiency?
Does the principal play favorites?
Is the staff factionalized?
Are the children learning by doing?
Are the children safe inside and outside the school?

Always ask for specifics: ask follow-up questions such as, "Why do you say that?" or "What happened to make you think that?" or "Can you give a specific example?".

Use a collegial, not a confrontational, approach
Maintain confidentiality at all times
Provide lots of feedback
Clearly define areas that need improvement
Be patient! Some problems take time to correct.

WHAT TO DO IF SERIOUS PROBLEMS ARISE

Not all LSCs and principals work well together. Often, the LSC needs more training, information, or advice. However, if serious problems arise, you may want to call PURE for advice or referrals.