



Saint Paul Public Schools Principal Development and Evaluation

Introduction

This evaluation is in compliance with [State Statute 123B.147](#) and strongly aligned with the [Minnesota State Principal Development and Evaluation Model \(2017\)](#). It is designed with three rubric levels of achievement: does not meet standard, developing, and meets standard. The continuum is used to identify areas of strength and areas of growth for individual principals. Principals, in collaboration with their supervisor, should use this as a guide to inform their Principal Practice Growth Plan. The Principal Development and Evaluation Cycle is intended to be an ongoing conversation to support the continuous growth of the principal. This evaluation can also be used for accountability purposes - providing the evidentiary basis for human resource decisions related to principals.

This rubric includes foundational artifacts, other artifacts, and examples of evidence. Foundational artifacts should be in place for all principals. Supervisors and principals should use the other artifacts and examples of evidence as suggestions that could be used throughout the cycle of evaluation to help demonstrate principal practices that meet standards.

Principal Development and Evaluation Cycle:

1. June-September:
 - a. Complete the Principal Self-Assessment. Use the self-assessment and previous evaluations to plan student outcome goals, growth and development plan, and identified artifacts in collaboration with your supervisor.
 - b. Select your three student outcome growth goals directly aligned to each of your SCIP goals, and set the weights of goals in partnership with your supervisor. Use your universal goal or complementary goals from your SCIP. Work with your supervisor to identify the goal that is the best fit for your ongoing development and growth.
 - c. Document your Principal Practice Growth & Development Plan.
 - i. Growth & Development Plan roles of principal and supervisor are dependent on rating:
 1. Meets Standard or Developing: Build collaboratively. Identify specific, measureable areas for growth.
 2. Below Standard: Supervisor develops improvement plan with input from principal. Includes limited targeted areas of improvement and areas of growth.
 - d. Identify artifacts and evidence to be collected in collaboration with the supervisor.
2. September-December:
 - a. Supervisor observes on Fall-identified areas of Principal Practice Rubric. Feedback, discussion, and plan for leaning into strengths and developing areas for growth. Document on Fall Principal Review.
3. January-March:
 - a. Supervisor observes on Winter-identified areas of Principal Practice Rubric. Feedback, discussion, and plan for leaning into strengths and developing areas for growth. Document on Winter Principal Review.
 - b. Review Student Outcome Goals and related current progress data.
 - c. Review Principal Practice Growth and Development Plan and progress.

d. Update and adjust action steps and support from supervisor as needed for the remainder of the year to reach goals.

4. April-June:

a. Identify and discuss actual outcomes on student growth goals.

b. Summative evaluation on whole Principal Evaluation completed and discussed.

c. Begin planning for next year's cycle of evaluation.



Saint Paul Public Schools Principal Development and Evaluation Rubric

Principal Practice Growth and Development Plan

For Domains 1 and 2:

- Select Performance Measure.
- What specific goal related to your area of growth and student achievement will you work to achieve? (Make sure your goal is: Specific, Measurable, Relevant, and Realistic)
- What action steps, approaches, and/or strategies will you take to achieve your goal? (Make sure your action steps are: Attainable, Actionable)
- Target date and evidence of completion (Time Bound)
- What support do you need from your supervisor?
- What artifacts and evidence do you plan to collect for your evaluation?

Summative Evaluation

Evaluation Component	Average	Weight	Score (avg x weight)
Student Outcome Component (Score A)		35%	
Principal Professional Practice (Score B)	2	65%	
Final Performance Level Score (Sum)			
Final Performance Level Rating			Not Rated ▾

Ranges
2.00 = Exceeds Standard
1.34-1.99 = Meets Standard
0.68-1.33 = Developing
0-0.67 = Does Not Meet Standard

Student Outcomes Component Rating (Score A - 35%)

Student Outcome Goals	Baseline	Target Goal	Weight (Min 10%, max 50%)	Actual Outcome	Rating	Score (Rating x Weight)
1. SCIP Schoolwide Goal or Complementary Schoolwide Goal					Not Rated ▾	
2. SCIP Math or Complementary Math Goal					Not Rated ▾	
3. SCIP Literacy or Complementary Literacy Goal					Not Rated ▾	
Student Outcome Score Total (Sum of Goal Scores) (Score A)						
Student Outcome Performance Level Rating						Not Rated ▾

Principal Professional Practice Component Rating (Score B - 65%)

Performance Measure	Score	Weight	Weighted Score
Domain 1: Instructional Leadership for High Student Academic Performance	Not Rated ▾	30%	
Domain 2: Climate, Culture, and Safety Leadership	Not Rated ▾	20%	
Domain 3: Organizational Management	Not Rated ▾	20%	
Domain 4: Professional Responsibilities	Not Rated ▾	30%	
Principal Professional Practice Weighted Score Total (Score B)			
Principal Professional Practice Overall Rating			Not Rated ▾

Rubric At-A-Glance

Domain	Performance Measure
Domain 1: Instructional Leadership for High Student Academic Performance 30%	<ul style="list-style-type: none"> ● Vision and Mission ● Leadership Team ● School Continuous Improvement ● Staff Teaming and Development ● Staff Supervision, Feedback, and Evaluation ● Data-Driven Student Progress ● Staff Professional Learning
Domain 2: Climate, Culture, and Safety Leadership 20%	<ul style="list-style-type: none"> ● Cultural Competence and Equity Leadership ● Systems of Support ● Family Engagement ● School Climate and Culture ● Social Emotional Learning ● Community Engagement
Domain 3: Organizational Management 20%	<ul style="list-style-type: none"> ● Focus of Time ● School Resources and Finances ● Security Procedures ● School Operations
Domain 4: Professional Responsibilities 30%	<ul style="list-style-type: none"> ● Professional Conduct ● Effective Communication ● Professional Relationships ● Reflective Practices and Professional Growth

Rubric

Domain 1: Instructional Leadership for High Student Academic Performance (30%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)		
	Principal rarely or inconsistently:	Principal sometimes:	Principal consistently:	...and builds capacity in and empowers others to partner and lead in the following areas:	...and influences others beyond the school as a leader to peers in the following areas:
Vision and Mission (Fall Check In)	 <ul style="list-style-type: none"> Engages stakeholders with diverse perspectives to develop, advocate for, and enact a shared vision and mission aligned to the district vision for high student achievement and postsecondary and socioemotional success supported by a culture of high expectations for all students. Facilitates shared ownership of this vision and mission. Makes decisions aligned to and in support of the vision and mission. Clearly articulates the vision and mission to the community. 				
Leadership Team (Fall Check In)	 <ul style="list-style-type: none"> Establishes a high-performing instructional leadership team with a diverse skill set. Utilizes this team to lead teacher teams and oversee improvement strategies. 				
School Continuous Improvement (Fall Check In)	 <ul style="list-style-type: none"> Identifies school priorities based on examining practical evidence and current practices. Establishes rigorous, measurable, and aligned goals for student learning based on priorities. Implements a School Continuous Improvement Plan (SCIP). Ensures alignment of instruction and school practices to goals. Utilizes systems to track and analyze disaggregated data by student group to implement relevant strategies for continuous improvement. 				
Staff Teaming and Development (Fall Check In)	 <ul style="list-style-type: none"> Implements a cohesive approach to assigning staff by building and supporting effective teams of teachers. Identifies effective staff and recruits them for leadership roles within the school. Coaches staff to develop professional capacity to impact positive student outcomes. 				
Staff Supervision, Feedback, and Evaluation (Winter Check In)	 <ul style="list-style-type: none"> Increases teacher and staff effectiveness through timely, high-quality, formal and informal observations including data, actionable feedback, coaching, monitoring IGDP, and performance evaluations to improve instructional practices. 				

<p>Data-Driven Student Progress (Winter Check In)</p>	 <ul style="list-style-type: none"> Engages the leadership team and key staff in implementation of data-driven, standards-based instructional planning, student engagement, interventions, and instructional rigor aligned to career and college readiness standards. Leads collaborative teams in tracking and analyzing multiple forms of qualitative and quantitative student data to drive instructional and intervention strategies and to monitor the effectiveness of those strategies.
<p>Staff Professional Learning (Winter Check In)</p>	 <ul style="list-style-type: none"> Leads the instructional leadership team to analyze a variety of student learning results and current research to determine staff learning priorities consistent with school priorities. Creates and monitors multiple structures (e.g., large group, grade level, content team) for high quality professional learning. Ensures high-fidelity implementation of professional learning communities and professional development structures. Staff feedback is used to guide implementation and content of professional learning.
<p>Foundational Artifact (Ensure this is complete first):</p> <ul style="list-style-type: none"> Schoolwide Continuous Improvement Plan (SCIP) Leadership Team Rubric Completed teacher evaluations <p>Other Artifacts:</p> <ul style="list-style-type: none"> Written mission, vision, values and beliefs statements Lesson plans, unit plans, and curricular materials Professional development materials Observations 	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> School vision is clearly articulated and understood by all staff Staff can articulate the protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) Teacher leaders and the leadership team focus regular discussions on student learning outcomes Instructional decisions, including student grouping and selection for interventions, are based on formal and informal assessments Classroom activities engage students in cognitively challenging work aligned to standards Instructional staff effectively incorporate a broad repertoire of culturally responsive pedagogical approaches into lesson plans Students report that they are consistently challenged intellectually Students who are not yet proficient are identified and supported to ensure they make progress Secondary students are closely tracked to ensure that they remain “on track” to graduate Students receive rapid, data-driven interventions matched to current needs Teachers report that the principal supports them to improve and to take risks Teachers rated as Effective/Highly Effective are retained. Teachers identified as Below Standard/Developing receive opportunities to improve and are exited if performance does not improve in a timely fashion Multiple staff members serve as instructional leaders in the school

Domain 2: Climate, Culture, and Safety Leadership (20%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)		
	Principal rarely or inconsistently:	Principal sometimes:	Principal consistently:	...and builds capacity in and empowers others to partner and lead in the	...and influences others beyond the school as a leader to peers in the

			following areas:	following areas:
Cultural Competence and Equity Leadership (Fall Check In)				
	<ul style="list-style-type: none"> • Develops cultural competence in the school community, including a respectful, inclusive building climate and the ability for stakeholders to interact effectively across cultures. • Promotes culturally responsive instruction and inclusive school practices. • Promotes and values diversity in the school community. • Confronts biases and intolerance. • Initiates conversations about race, diversity, and culture as well as how they may impact student learning. 			
Systems of Support (Fall Check In)				
	<ul style="list-style-type: none"> • Addresses the actions of adults and/or students that violate the agreed-upon norms. • Implements consistent and fair behavior interventions and supports that are aligned with the PBIS Schoolwide Discipline Plan. • Ensures staff explicitly teach expectations to students. • At least quarterly, reviews SWIS Equity reports to identify patterns of disproportionality in discipline data, and implements relevant improvements. • Ensures support teams (e.g., SAT, mental health support, child study, etc.) are high-functioning and aligned with district expectations. 			
Family Engagement (Fall Check In)				
	<ul style="list-style-type: none"> • Intentionally engages families that are historically underserved in meaningful, reciprocal, and mutually beneficial ways. • Builds the capacity of staff to welcome all family members into the school. • Implements timely, professional, and linguistically and culturally sensitive strategies to engage families as learning partners to set shared goals for their children's academic achievement to use research-based strategies to support their student learning at home. • Guides staff in developing and implementing protocols to ensure frequent communication with students and parents about student's academic progress. • Responds to family's concerns and engages in authentic dialogue with parents. • Participates in community events. 			
School Climate and Culture (Winter Check In)				
	<ul style="list-style-type: none"> • Builds a sense of community where all students and adults are valued. • Fosters a shared commitment to high expectations for student and adult behaviors. • Demonstrates confidence in the potential of every student to achieve at high levels. • Challenges and confronts low expectations. • Develops, enhances, and maintains positive, trusting relationships among and between stakeholders. • Uses data to inform continuous improvements in school climate and culture. • Creates systems and structures that reinforce consistent school respect and safety. 			
Social Emotional Learning				

(Winter Check In)	<ul style="list-style-type: none"> Facilitates structures and systems that support staff to successfully meet the range of social emotional needs of each student. Embeds social and emotional development and learning into the school day. Ensures social emotional learning curriculum is taught in morning meeting / foundations / advisory, as appropriate by level. Addresses key areas of need related to students' and staff's self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Fosters staff learning and implementation of practices designed to address social emotional needs.
Community Engagement (Winter Check In)	 <ul style="list-style-type: none"> Engages community partners in the academic success of students. Builds the capacity of staff to welcome all community members into the school and to share the school's vision for high student achievement with all visitors. Supports and sustains external partnerships to maximize student support and services.
<p>Foundational Artifact (Ensure this is complete first):</p> <ul style="list-style-type: none"> Tiered Fidelity Inventory PBIS Action Plan Schoolwide Discipline Plan PBIS Matrix of Expectations <p>Other Artifacts:</p> <ul style="list-style-type: none"> Teaching plan for behavior expectations Outlines of professional development Family newsletters School website Student recognition documents New family resources School Climate Survey results Observations SWIS data BOLT data Team roles and responsibilities document 	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> Schoolwide Discipline Plan is consistently implemented across the school A system of positive behavior interventions and supports is in place and is consistent with the school values A schoolwide recognition system exists, and students are engaged with it Values and expected behaviors are reinforced in daily school structures Students are known well by multiple adults and report a strong sense of belonging Students hold one another accountable for conduct Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences Staff, student, and broader community conversations about culture, diversity, and race occur regularly Staff dialogue about students reflects respect for students and high student expectations Staff dialogue about families positive perceptions of families Families say they feel included and invested in the school Volunteer activity in the school Students, parents, and staff report they feel respected and safe in school Students, parents, and teachers report that violations of the school's code of conduct are addressed swiftly and fairly Retention of staff Well functioning teams (e.g., SAT team, Mental Health Team, PBIS team, Child Study, Attendance Team) in place Staff know which students are receiving interventions

Domain 3: Organizational Management (20%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)
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	Principal rarely or inconsistently:	Principal sometimes:	Principal consistently:	...and builds capacity in and empowers others to partner and lead in the following areas:	...and influences others beyond the school as a leader to peers in the following areas:
Focus of Time (Fall Check In)	 <ul style="list-style-type: none"> Ensures that instruction is focused and time is protected to support quality student learning. Plans the building schedule in a way that maximizes the available time for instruction and collaborative planning. 				
Security Procedures (Fall Check In)	 <ul style="list-style-type: none"> Creates a supervision plan that facilitates high levels of student and staff safety. Clearly communicates the Emergency Operations Plan, security and emergency procedures, and decisions. 				
School Operations (Fall/Winter Check In)	 <ul style="list-style-type: none"> Ensures all operational systems are maintained. Ensures student and staff records are maintained accurately and completely. Ensures compliance with federal, state and district mandates. Maintains school plans and operations in alignment with district expectations. 				
School Resources and Finances (Winter Check In)	 <ul style="list-style-type: none"> Strategically organizes, monitors, and manages resources (e.g., time, money, technology) in alignment with high-priority goals for student learning. Plans and manages a fiscally responsible budget that supports student achievement. Intentionally manages hiring and staffing to meet the needs of the school. 				
Foundational Artifacts (Ensure this is complete this first): <ul style="list-style-type: none"> Budget Building Schedule School Calendar Emergency Operations Plan Other Artifacts: <ul style="list-style-type: none"> Observations 	Examples of Evidence: <ul style="list-style-type: none"> School can effectively respond to any claims of violations of rules and regulations Staff can articulate focus on district initiatives and how they align with school goals Students and staff report feeling safe at school Situation Report process is effectively followed Campus records (e.g., discipline, grades, attendance, etc.) are up-to-date and accurate. 				

Domain 4: Professional Responsibilities (30%)

Performance Measures	Does Not Meet Standard (0)	Developing (1)	Meets Standard (2)		
	Principal rarely or inconsistently:	Principal sometimes:	Principal consistently:	...and builds capacity in and empowers others to partner and lead in the following areas:	...and influences others beyond the school as a leader to peers in the following areas:
Professional Conduct (Fall Check In)	 <ul style="list-style-type: none"> • Models appropriate personal, professional, and ethical behavior that is respectful and fair. • Regularly maintains sound judgment and self-control in difficult situations and is attentive to others' emotional needs. • Maintains a relentless focus on student achievement. • Identifies and employs solutions to challenges. • Embraces changes that are in the best interest of students. • Empathetically and professionally responds to staff as they raise questions, doubts, and feelings about change and as they adapt to change. • Maintains calm leadership in times of crisis. • Meets deadlines consistently. 				
Effective Communication (Fall Check In)	 <ul style="list-style-type: none"> • Demonstrates strong interpersonal, communication, and facilitation skills for multiple audiences. • Conducts and supports effective two-way written and verbal communication with all stakeholders. • Designs and implements a system of open, clear, and effective communication that provides for the timely, responsible sharing of information to, from, and with school staff, parents, students, and community. • Demonstrates active listening skills. • Utilizes input and feedback from stakeholders to increase student achievement. 				
Professional Relationships (Winter Check In)	 <ul style="list-style-type: none"> • Builds positive relationships with stakeholders. • Instills a sense of trust. • Collaborates effectively and respectfully. • Demonstrates and models respect for the identities and roles of others. • Resolves conflicts through effective problem solving. • Regularly provides opportunities for staff members to express opinions. • Resolves school-based problems in a fair way. • Discusses with staff and implements solutions to address potentially discordant issues. • Is visibly present and actively connects with others. 				

<p>Reflective Practices and Professional Growth (Winter Check In)</p>	 <ul style="list-style-type: none"> • Sets a personal growth goal. • Models self-awareness and reflection. • Seeks and processes data and feedback to identify strengths and areas for growth, and adapts leadership practices. • Plans for and engages in relevant learning opportunities aligned with student needs, and then implements learning to improve educational practices and professional growth. • Accepts personal responsibility for mistakes.
<p>Other Artifacts:</p> <ul style="list-style-type: none"> • Staff surveys • Observations 	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Meetings are characterized by open discourse and respectful behavior • Staff report feeling able to speak their minds without fear of consequence • Staff are supported through change processes • Staff meetings include specific structures and protocols for encouraging multiple voices before decisions are made • Meetings have a clear purpose and are well-run with participants demonstrating active engagement

Glossary

Artifacts - “Tangible evidence that demonstrates a principal’s effectiveness (as described in a rubric) and subsequent evaluation (MDE p. 35).”

Evidence - “Information usually collected through direct and indirect observations of principals and through artifacts provided by the principal. Evidence is used as a basis of discussion between the supervisor and principal leading to feedback and ultimately a principal’s summative evaluation (MDE, p. 35).”

Indicators - The bullet points following each performance measure. “Observable and measurable pieces of information about what leaders do to ensure effective teaching and successful learning by every student. They typically describe in more depth principal performance measures in the form of rubrics (MDE, p. 36).”

Indirect Observations of Principals - “A supervisor observes or reviews systems or processes that have been developed and implemented by the principal but operate without the principal present (MDE, p. 36).”

Minnesota State Principal Development and Evaluation Model - “The Minnesota state model for leadership evaluation and development for principals was designed by a committee of educators, primarily administrators, along with parents, school board members, and other public members. It was designed in response to and in compliance with requirements in legislation (MDE, p. 38).”

Multiple Measures - “The use of a number of different measures to judge principal performance on their standards, goals or expectations (MDE, p. 36).”

Observations - “On-site review of the principal in action when the supervisor is physically present in the school watching the principal. Observations include, but are not limited to, leadership team meetings, principals observing teacher practice, or principal to teacher feedback conversations (MDE, p. 35).”

Performance Level Rating - “Labels for levels of principal effectiveness based on rubrics, multiple measures and supporting artifacts [and evidence] (MDE, p. 36).” These levels are exceeds standard, meets standard, developing, and does not meet standard.

Performance Level Score - “The quantification of different measures of principal performance that are...added or averaged in order to generate a single principal effectiveness score or rating (MDE, p. 36).”

Performance Measures - “Standards of competency that principals are expected to meet. They reflect the research on the skills, knowledge, and behaviors that principals who have raised student achievement demonstrate (MDE, p. 36).”

Professional Judgment - “A supervisor’s ability to look at evidence and make an informed decision on a principal’s performance without a set calculation in place (MDE, p. 37).”

Professional Learning Communities - “A school team of teachers and other specialists that work collaboratively together in recurring cycles of collective inquiry and action research to achieve better results for the students they serve (MDE, p. 37).”

Professional Practice Goals - “Goals a principal and supervisor agree upon to improve a principal’s leadership skills and behaviors (MDE, p. 37).”

Principal Practice Growth and Development Plan - “The process of using prior evaluations, surveys, [data], and self-assessments to set a principal’s performance goals (both professional practice and student outcomes) at the beginning of the annual evaluation process (MDE, p. 35).” “The individualized plan for a principal which constitutes a written agreement that outlines the steps to be taken to improve the principal’s effectiveness. Each plan consists of professional practice goals with clear action steps for how each goal will be met (MDE, p. 37).”

Qualitative data - “Descriptive data (MDE, p. 37).”

Quantitative data - “Anything that can be expressed as a number or quantified (MDE, p. 37).”

Review - “Includes measures and processes that are intended to give quality feedback to principals on progress toward their goals and informs subsequent growth plans. Midyear reviews would be an example, or feedback on observations (MDE, p. 35).”

School Continuous Improvement Plan - “A course of action developed by the principal, working collaboratively with a school team. They review past performance, set goals and develop a plan to meet annual school goals (MDE, p. 38).”

Self-Assessment - “A principal rates themselves on a rubric measuring the district’s principal performance goals. Results are used for goal setting and often the summative review (MDE, p. 37).”

Stakeholders - “Different role groups with an interest in the success of the education system. A stakeholder could be a parent, teacher, student, school board member, community leader, business representative, etc. (MDE, p. 38).”

Summative Evaluation - “A conference scheduled in the late spring or early [summer] during which the principal and supervisor discuss and evaluate the principal’s summative performance for that year (MDE, p. 35).”

Supervisor - “The person responsible for evaluating a principal. Along with other evaluator-related responsibilities, the evaluator approves professional growth and development plans, conducts reviews, and conducts the final annual summative principal evaluation (MDE, p. 37).”

Statute - “A written law passed by a legislative body. Minnesota’s principal evaluation requirements are contained in Minnesota statutes, section 123B.147 passed in 2011 (MDE, p. 38).”

Student Outcome Goals - “Results and progress students make on academic assessments and other measures (MDE, p. 38).” “Required by Minnesota statutes, section 123B.147 to be collected and reported as part of the principal’s summative evaluation. Intended to report how much a student learns from year to year (MDE, p. 38).”

Summative Rating - “The final summative rating is a combination of a principal’s professional practice rating and the measures of student outcome goals. The final score [is] mapped on to a point scale that corresponds to the four summative ratings (MDE, p. 38):” exceeds standard, meets standard, developing, and does not meet standard.

Weight - “How much a particular measurement tool, student growth measure or performance measure determines overall performance when multiple measures are combined into a single rating (MDE, p. 38).”

References

Minnesota Department of Education (2023). Minnesota State Principal Development and Evaluation Model. Retrieved from https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=mde072640&RevisionSelectionMethod=latestReleased&Rendition=primary on October 6, 2023.