

MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM (MONTANA-EPAS)

**A State Model for
Principal Evaluation**

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**Montana
Office of Public Instruction**
Denise Juneau, State Superintendent



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Montana Educator Performance Appraisal System (Montana-EPAS)

A State Model for Evaluation

High-quality, high-performing teachers and school leaders are critical to ensure student learning. An evaluation system based in professional growth for all educators will help to foster learning environments that meet the needs of all students. (Evaluation Systems Work Group, May 7, 2013)

Introduction

The Montana Educator Performance Appraisal System (Montana-EPAS) is the state model for the evaluation of teachers and school leaders. This standards-based evaluation system is designed to encourage professional learning through a continuum of career development. The Montana-EPAS provides useable tools for school districts to pilot the state model or use a common framework to begin aligning local systems of evaluation to the state standards. Improving professional practice of educators will help to assure student success.

The Montana-EPAS was developed by a subgroup, Evaluation Systems Work Group, formed to meet the requirements of the Board of Public Education (BPE). Below is the BPE standard relating to evaluation

ARM [10.55.701](#) Board of Trustees ...

(4)(a) The evaluation system used by a school district for licensed staff shall, at a minimum:

(i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff; (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b); (iii) identify what skill sets are to be evaluated; (iv) include both formative and summative elements; and (v) include an assessment of the educator's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the educator's duties.

(4)(b) ... the Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance.

The Montana-EPAS is founded on research-based evaluation processes. Research-based evaluation processes: include formative and summative measures that lead to continuous improvement; are aligned to state standards that reflect excellence; foster a culture of professional growth, which informs practice and promotes learning; and are based on multiple, balanced measures that are fair and ethical. Districts are encouraged to establish mutual core values that will serve as the foundation of their local evaluation system. Based on research and core foundational values of evaluation, the primary purpose of the Montana-EPAS is to promote growth in effective instructional practice that will enable success for all students.

Montana-EPAS Implementation

Districts may pilot the Montana-EPAS by adopting, adapting, and modifying the new state model, or begin to align their local evaluation system to state standards. Both implementation options fulfill BPE requirements.



Purpose

Montana Educator Performance Appraisal System (Montana-EPAS) Principal Evaluation

The primary purpose of the model Montana system for evaluation of teachers and principals is to foster continuous professional growth, enabling success for all students. The model state evaluation system is based on three core concepts: professional growth, continuous improvement and quality assurance.

Professional growth focuses on enhancing the skills and knowledge of educators through

- Self-assessment and goal-setting;
- Working with colleagues;
- Taking courses;
- Attending workshops;
- Designing new programs;
- Accessing the district mentoring and induction programs;
- Piloting new programs or approaches;
- Developing proficiency in test data analysis; and
- Other learning opportunities.

Continuous improvement focuses on the teacher's commitment to continuously improving practice so that student performance is continuously enhanced.

Quality assurance focuses on the collection of credible evidence about educator performance. Evaluators use the evidence to make important decisions about

- Recognizing effective practice;
- Recommending a support plan; and
- Recommending continued employment.

Interstate School Leaders Licensure Consortium (ISLLC) Standards

Principal evaluation is grounded in research and an understanding of leader performance in high-achieving schools. Principal evaluation provides a strong focus on teaching and learning. The data and evidence collected as part of the process reflect the ongoing work of the principal.

Foundation of Educational Leadership

The ISLLC standards exemplify the key content knowledge, skills and dispositions necessary for the development of effective principals. A continuum of professional growth throughout a principal's career recognizes that one gains skill and expertise over time. Individual school principals often focus time and energy on certain standards and performances that directly relate to their current administrative role.



The Six ISLLC Standards

ISLLC Standard One: Shared Vision

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- Collaboratively develop and implement a shared vision and mission.
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- Create and implement plans to achieve goals.
- Promote continuous and sustainable improvement, including mentorship and induction programs.
- Monitor and evaluate progress and revise plans.

ISLLC Standard Two: School Culture

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- Create a comprehensive, rigorous, and coherent curricular program.
- Create a personalized and motivating learning environment for students.
- Supervise instruction.
- Develop assessment and accountability systems to monitor student progress.
- Develop the instructional and leadership capacity of staff.
- Maximize time spent on quality instruction.
- Promote the use of the most effective and appropriate technologies to support teaching and learning.
- Monitor and evaluate the impact of the instructional program.



ISLLC Standard Three: Management of Learning

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- Monitor and evaluate the management and operational systems.
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- Promote and protect the welfare and safety of students and staff.
- Develop the capacity for distributed leadership.
- Ensure teacher and organizational time is focused to support quality instruction and student learning.

ISLLC Standard Four: Family and Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- Collect and analyze data and information pertinent to the educational environment.
- Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- Build and sustain positive relationships with families and caregivers.
- Build and sustain productive relationships with community partners.

ISLLC Standard Five: Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- Ensure a system of accountability for every student's academic and social success.
- Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- Safeguard the values of democracy, equity, and diversity.
- Consider and evaluate the potential moral and legal consequences of decision-making.
- Promote social justice and ensure that individual student needs inform all aspects of schooling.



ISLLC Standard Six: Societal Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- Advocate for children, families, and caregivers.
- Act to influence local, district, state, and national decisions affecting student learning.
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Framework for Principal Evaluation

The model Montana system for the evaluation of principals is founded on ISLLAC Standards (2008). The four framework domains are listed below.

1. Vision and Goals
2. Culture of Learning
3. Management
4. Professional Responsibilities

NOTE

The following pages explain the evaluation standards and their connection with the ISLLC Standards. Each domain is described, and a plan to bring all the domains into a coherent, manageable system is provided. Interlinking the four domains is both intentional and necessary.



Domain One: Vision and Goals

ISLLC Standard One: Shared Vision

Overview

Domain One: *Vision and Goals*, of principal evaluation is directly linked to ISLLC Standard One: *Shared Vision*. Domain One focuses on the principal's role and involvement in establishing, implementing, promoting, and communicating the vision and goals of the school and/or district. Domain One aligns with the school and/or district strategic plan and goals. The goals and strategies contained within the district and/or school strategic plan also align to a principal's individual goals. School and/or district strategic plans are to outline the strategies, timelines, and assessment standards. Principal initiatives are clearly aligned to the school and/or district strategic plan, and are part of his or her work for the year. Working with an existing document that is reviewed and revised annually facilitates the focus of the evaluation process on continuous improvement.

Components: The following criteria are used to evaluate the performance of the principal.

1. Vision and Goals

a. Assessing Data

Principal, in collaboration with others, such as the school or district improvement team or board, uses multiple sources of information and assists in analyzing data to establish rigorous and concrete school and/or district improvement goals in the context of student achievement and instructional programs.

b. Implementing Vision and Goals

Principal provides leadership for major initiatives and change efforts relative to the school and/or district improvement goals. Principal is committed to doing the work required for continuous school and/or district improvement.

c. Promoting Vision and Goals

Principal promotes high expectations for teaching and learning. Principal is committed to ensuring that all students have the knowledge and skills necessary to become successful in future educational activities.

d. Communicating the Vision and Goals

Principal communicates effectively to appropriate stakeholders about progress toward meeting the school and/or district improvement plan goals. Principal participates in a process to regularly monitor, evaluate and revise school and/or district improvement goals.

Assessment

Domain One is assessed through

- A review of the evidence provided by the principal.
- Conferences between the evaluator and the principal.

Possible Sources of Evidence

- Emails and memos to staff
- Parent newsletters
- Meeting agendas
- Descriptions of procedures and processes



Domain Two: Culture of Learning

ISLLC Standard Two: School Culture

Overview

Domain Two: *Culture of Learning*, aligns directly with ISLLC Standard Two: *School Culture*. This domain focuses on the principal's influence in advocating, nurturing, and sustaining a school and/or district culture and instructional programs conducive to student learning and staff professional growth.

Components: The following criteria are used to evaluate the performance of the principal.

2. Culture of Learning

a. Advocating a Culture of Learning

Principal provides leadership for assessing, developing, and improving the school and/or district culture and instructional program that is conducive to student learning. Principal articulates the desired school and/or district instructional program and shows evidence about how he or she reinforces the instructional program and culture.

b. Monitoring the Culture of Learning

Principal participates in monitoring and evaluating the effectiveness of the curriculum, instruction, or assessment of students. Principal evaluates staff and provides ongoing coaching for improvement. Principal uses a variety of sources of information to make decisions.

c. Sustaining the Culture of Learning

Principal helps to ensure that staff has professional growth opportunities that enhance staff's performance and improve student learning. Principal is accessible and approachable by staff, families, and community and is visible in the school and/or district community. Principal supports the use of technology as appropriate in teaching and learning.

d. Maintaining the Culture of Learning

Principal systematically and fairly recognizes accomplishments of staff and students toward a positive school and/or district culture. Principal uses and analyzes data to instill the importance of continually developing programs and strategies to enhance opportunities for learning.

Assessment

Domain Two is assessed through

- A review of the evidence provided by the principal.
- Conferences between the evaluator and the principal.
- Implementing the district educator evaluation system in accordance with its intent.



Possible Sources of Evidence

- Faculty Handbook
- Student Handbook
- Professional growth schedule
- Meeting agendas
- Emails and memos to staff
- Parent newsletters
- Calendars



Domain Three: Management

ISLLC Standard Three: Management of Learning

Overview

Domain Three: *Management*, focuses primarily on ISLLC Standard Three: *Management of Learning*. Due to an increasing focus on instructional leadership and continuous improvement, principals are transitioning from their traditional role of educational manager to instructional leader. It is essential that the school and/or district is managed as a safe, efficient, and effective learning environment. The focus for this section is management of the school and/or district to support student learning and building a culture that encourages and supports student learning. Focusing on maintaining current and previous improvements is also part of Domain Three.

Components: The following criteria are used to evaluate the performance of the principal.

3. Management

a. Solving Problems or Concerns

Principal addresses and resolves issues as they arise, in a timely manner, and works to prevent potential problems. Operational procedures are designed and managed to maximize opportunities for learning for all students.

b. Managing Resources

Principal manages fiscal and physical resources responsibly, efficiently, and effectively. Principal protects instructional time by managing operational procedures to maximize learning. Principal efficiently manages his or her time so that teaching and learning are a high priority.

c. Complying with Policies and Procedures

Principal complies with federal and state law and district policies. School and/or district contractual agreements are effectively managed. Principal maintains confidentiality and privacy of school and/or district records, including student or staff information.

d. Protecting the Welfare and Safety of Students and Staff

Principal works to ensure a safe and secure school and/or district environment and a culture that is conducive to teaching and learning. Challenges that could potentially interrupt teaching and learning are addressed and resolved.

Assessment

Domain Three is assessed through a review of evidence provided by the principal. This is obtained through conferences between the evaluator and the principal.



Areas assessed in this section include

- School and/or district safety and security plans and the implementation of plans
- Scheduling of students to ensure equitable access for all students to challenging courses
- Supervision of students to ensure a safe, orderly environment
- Fidelity of implementation of curriculum and instructional programs
- Supervision and evaluation of teachers and other staff to ensure that the curriculum and instructional strategies are appropriate for all students
- Procedures and policies that support student achievement
- Allocation of funding and other resources that support student achievement and equity
- Effectiveness and efficiency of programs under the principal's responsibilities and leadership according to, but not limited to, job descriptions

Possible Sources of Evidence

- School and/or district safety plans
- School schedules
- School and/or district budget
- Discipline procedures
- Faculty meeting agendas
- Agendas of curriculum review meetings
- School and/or district policies and procedures



Domain Four: Professional Responsibilities
ISLLC Standard Four: Family and Community
ISLLC Standard Five: Ethics
ISLLC Standard Six: Societal Context

Overview

Domain Four, *Professional Responsibilities*, is aligned with ISLLC Standard Four: *Relationship with the Community that Fosters Learning*; Standard Five: *Integrity, Fairness, and Ethics in Learning*; and Standard Six: *The Political, Social, Economic, Legal, and Cultural Context of Learning*. Domain Four focuses on the principal's interaction with staff and the community. It is also concerned with the principal's fairness and consistency in dealing with students and staff. A commitment to continuous professional growth is also a focus of Domain Four.

Components: The following criteria are used to evaluate the performance of the principal.

4. Professional Responsibilities

a. Maintaining Professional Relationships

Principal fosters and maintains positive professional relationships with staff. Principal is respectful of others' opinions and demonstrates an appreciation for and sensitivity to diversity in the school and/or district community.

b. Promoting Family and Community Involvement

Principal collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.

c. Demonstrating Fairness

Principal is fair and consistent when dealing with students and staff. Principal demonstrates values, beliefs, and attitudes that inspire all students and staff to higher levels of performance.

d. Growing and Developing Professionally

Principal chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school and/or district.

Assessment

The evidence for the appraisal of Domain Four is derived from the Professional Responsibilities and Goal(s) Form completed by the principal at the beginning of school year, and before the Summative Evaluation Conference each year.



Professional Responsibilities Reporting Key Areas

- Maintenance of professional relationships with staff and demonstration of sensitivity to diversity with the school and community.
- Working collaboratively with staff, faculty, families and community, and encouraging family and community involvement.
- Dealing fairly and consistently with school community.
- Engagement in goal-aligned professional growth activities.

Possible Sources of Evidence

The Professional Responsibilities and Goal(s) Form is the primary source of evidence for Domain Four.

- Parent newsletters
- Descriptions of parent engagement programs
- Agendas or other evidence from Parent Information Events
- Professional learning certificates of participation and/or grade transcripts
- Individual professional growth plans



Montana Educator Performance Appraisal System Cycle (Montana EPAS – Principal Cycle)

AUG - SEPT

District/School Strategic Plan and Goals

PPRG Form 1

Principal Professional Responsibilities and Goals

OCT - MAR

Formative Feedback Conference

*This may occur
more than one time.*

Feedback Form

APRIL - MAY

Summative Evaluation Conference

Summative
Evaluation
Form

PPRG Form 2

Improvement Plan Process

KEY

FORMS

Process/Conferences



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Appraisal Cycle Elements for Principal Evaluation

Montana-EPAS for Principals is a continuous improvement model. The cycle is ongoing throughout the employment of the principal.

Domains

1. Vision and Goals
2. Culture of Learning
3. Management
4. Professional Responsibility

Processes and Conferences

Professional Responsibilities and Goal(s) Conference

Formative Feedback Conference

Summative Evaluation Conference

Frequency of Conferences

Principal conferences will typically occur at least three times over the one-year evaluation cycle.

- Summer: agreement on professional responsibilities and goal(s) that are placed on the Professional Responsibilities and Goal(s) Form by the principal.
- Mid-year: progress discussions followed by completion of a Formative Feedback Form.
- Spring: summative conference, followed by completion of the Summative Evaluation Form.

Forms

Professional Responsibility and Goal(s) Form – Principal

Formative Feedback Form – Evaluator

Summative Evaluation Form – Evaluator

Improvement Plan – Principal and Evaluator



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Montana Educator Performance Appraisal System (Montana-EPAS)

Process-at-a-Glance Principal Appraisal Cycle

- 1. District/School Strategic Plan and Goal Setting**
- 2. Principal Professional Responsibilities and Goals**
 - a. Professional Responsibilities and Goal(s) Form (Section 1)**
 - b. Professional Responsibilities and Goal(s) Conference**
 - c. Professional Responsibilities and Goal(s) Form (Section 2)**
- 3. Formative Evaluation**
 - a. Formative Conference**
 - b. Formative Feedback Form**
- 4. Summative Evaluation**
 - a. Summative Conference**
 - b. Summative Evaluation Form**
- 5. Improvement Plan**



Step-by-Step Principal Evaluation Process

District/School Strategic Plan and Goal Setting

District/School-Wide Goal Setting

At the beginning of the new school year, the superintendent/principal reviews the district and/or school strategic plan with staff. The administrators and teachers examine district/school-wide data and other information relevant to the goals of the district and /or school strategic plan. Teachers have access to district and/or school data as well as current student data from the prior spring's state assessment.

Principal Professional Responsibilities and Goal(s)

Purpose

Setting goals for student and self-improvement is an important part of every educator's work. Clear measurable goals provide a road map for staff, teachers and students.

Process

Professional Responsibilities and Goal(s) Form (Section 1)

Principal completes individual Professional Responsibilities and Goal(s) Form, Section 1 and submits to evaluator prior to the Professional Responsibilities and Goal(s) Conference.

It is recommended that new principals complete the Professional Responsibilities and Goal(s) Form within one month of employment.

Professional Responsibilities and Goal(s) Conference

Evaluator meets with principal to initiate the discussion about professional responsibilities and goal(s).

Professional Responsibilities and Goal(s) Form (Section 2)

Principal compiles evidence of performance for all domains throughout the school year. Evidence represents the principal's ongoing work throughout the year.

Principal documents progress on professional responsibilities and individual goals and completes Section 2 of the Professional Responsibilities and Goal(s) Form, which is provided to the evaluator prior to the Summative Evaluation Conference.



Formative Feedback

Formative feedback consists of the Formative Conference and completion of the Formative Feedback Form. All four Montana-EPAS domains are addressed.

Formative Conference

The Formative Conference is held mid-year to discuss progress toward goals, review the Professional Responsibilities and Goal(s) Form, and other issues of interest or concern.

Formative Feedback Form

The Formative Feedback Form is used to record the content of conferences held and to note goals or performance expectations agreed upon. Other pertinent information that either party wishes to add is recorded and included on the Formative Feedback Form.

Following the conference, the evaluator completes a Formative Feedback Form and forwards it to the principal within a recommended ten (10) working days of the conference.



Summative Evaluation

(All Domains)

The Summative Evaluation covers Domains One through Four of the evaluation and includes all the forms completed by both the principal and the evaluator over the course of the evaluation cycle. Also included in the Summative Evaluation is the content of conferences held during the evaluation cycle.

Summative Conference

Principal evaluation cycle consists of one school-year.

- The principal completes Section 1 of the Professional Responsibilities and Goal(s) Form and submits it to the evaluator before the goal setting conference.
- The evaluator and the principal conference is held prior to the beginning of school to discuss professional responsibilities and goal(s).
- The evaluator and the principal meet for a Formative Conference at least once, generally mid-year, to discuss professional responsibilities, progress toward goal(s), and other issues of concern.
- The evaluator completes the Formative Feedback Form and forwards it to the principal within a recommended ten (10) days of the Formative Conference.
- The principal completes Section 2 of the Professional Responsibilities and Goal(s) Form prior to the Summative Conference.
- The Summative Conference is held at the end of the cycle. All of the documents, evidence, and discussions that took place during the cycle may become part of the Summative Evaluation.
- Within a recommended ten (10) days, the evaluator completes the Summative Evaluation Form and forwards it to the principal. The Summative Conference sets the stage for the development of goal(s)s for the ensuing year.

Summative Evaluation Form

Purpose

- The Summative Evaluation Form provides written feedback about the performance of the principal related to all four domains of Montana-EPAS and the principal's goals.
- The Summative Evaluation Form is a written record of the conversations which took place during the Summative Conference. All of the evidence submitted in support of all four domains and the principal's goal(s), as well as all conferences and written documents generated during the evaluation cycle may be considered when completing the Summative Form.
- The content of the form is based on the evidence from conferences, artifacts presented and forms completed by both principal and evaluator.
- The Summative Evaluation Form includes the evaluator ratings of principal performance on each domain of the Montana-EPAS, and an overall rating of principal performance.



Descriptions of four overall ratings

Unsatisfactory - Little or no knowledge and minimal implementation of leadership standards. Does not meet minimal leadership standards and needs substantial improvement.

Developing - Evidence of novice performance; fundamental knowledge and implementation of leadership standards. Integration of leadership standards is inconsistent. Principal is making progress towards proficiency.

Proficient - Evidence of solid performance; strong knowledge, implementation, and integration of leadership standards; clear evidence of proficiency and skill in the domain/component.

Exemplary - Evidence of exceptional performance; outstanding knowledge, implementation, and integration of leadership standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.



Improvement Plans

An Improvement Plan may be developed for a principal who receives an overall rating of “Unsatisfactory” on any domain on the Summative Evaluation Form.

Improvement Plan Form

Improvement Plans must include the following

- Identification of the specific area(s) for improvement and recommended area(s) for growth.
- Measurable goals for improving the area(s) for improvement to satisfactory levels.
- Clear and specific professional growth activities to accomplish the goal(s).
- Resources for each professional growth activity must be identified and made accessible to the principal.
- Procedures and evidence that must be provided and/or behaviors to determine that the goal(s) were met.
- Timelines, including intermediate progress checkpoints and a final completion date, must be specified.
- Record of judgment and date completed, signed by the principal and evaluator.

Process

- The evaluator and the principal will cooperatively develop the plan.
- If the plan cannot be cooperatively developed, the evaluator determines the plan.
- The principal is held accountable for the implementation and completion of the Improvement Plan.
- Upon completion of the Improvement Plan, the principal and the evaluator will sign the documentation that determines the satisfactory or unsatisfactory completion of the plan.



MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM (MONTANA-EPAS)

A State Model for Principal Evaluation

Principal Evaluation Rubrics and Indicators



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Office of Public Instruction**
Denise Juneau, State Superintendent



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Domain One: Vision and Goals

	Unsatisfactory	Developing	Proficient	Exemplary
<u>Assessing Data</u> Principal, in collaboration with others, uses multiple sources of information and assists in analyzing data to establish rigorous and concrete school improvement goals in the context of student achievement and instructional programs.	Rarely utilizes student achievement data to develop clear and rigorous school improvement goals.	Utilizes student achievement data to develop school improvement goals but the goals may lack clarity or rigor and/or goals are not developed collaboratively.	Utilizes student qualitative and quantitative data to collaboratively diagnose the current state of the school, inform decision making processes and develop rigorous, concrete school improvement goals.	Engages staff to analyze quantitative and qualitative data to diagnose the current state of the school, inform decision making processes and develop rigorous, concrete school improvement goals.
<u>Implementing Vision & Goals</u> Principal provides leadership for major initiatives and change efforts relative to the school improvement goals. Principal is committed to doing the work required for continuous school improvement.	Rarely share strategies to achieve school improvement goals; provides minimal support to staff through the change process; easily loses focus on improving student achievement.	Drafts a strategic plan that identifies strategies for achieving school improvement goals; supports staff in the change process at a minimal level; believes in the potential for improving student achievement.	Develops and implements a strategic plan with milestones and strategies to achieve school improvement goals; supports staff in the change process by encouraging questions and dialogue; focuses actions and conversations on improving student achievement.	Engages staff in developing and implementing a strategic plan with milestones and strategies to meet school improvement goals; proactively leads staff through the change process creating opportunities to express opinions/perceptions; focuses all actions and conversations on improving student achievement.
<u>Promoting Vision and Goals</u> Principal promotes high expectations for teaching and learning. Principal is committed to ensuring that all students have the knowledge and skills necessary to succeed in future educational activities.	Lacks a vision that focuses on student achievement for all students; learning experiences are not aligned with a continuous school improvement plan.	Creates a vision for high student achievement; implements learning experiences that generally align with a continuous school improvement plan.	Develops a vision for high student achievement and career/ college readiness for all students and effective teaching for all staff; works with staff to implement effective learning experiences aligned with a continuous school improvement plan.	Engages diverse stakeholders in collaboratively developing a vision of high student achievement and career/college readiness for all students and effective teaching for all staff; builds capacity of staff to deliver quality learning experiences aligned to a continuous school improvement plan.
<u>Communicating Vision and Goals</u> Principal communicates effectively to stakeholders about progress towards meeting school improvement goals. Principal participates in a process to regularly monitor, evaluate and revise a continuous school improvement plan.	Shares inaccurate and/or incomplete information with stakeholders about progress toward school improvement goals; rarely connects student achievement data with a continuous school improvement plan.	Shares limited information with stakeholders about progress toward meeting school improvement goals; connects student achievement data with continuous school improvement in a limited fashion.	Utilizes two-way communication with stakeholders to share the progress toward meeting school improvement goals. Develops and implements systems to analyze data to monitor progress and implement revised strategies to a continuous school improvement plan.	Facilitates effective two-way communication structures with stakeholders to share progress toward school improvement goals; engages staff to analyze formative and summative data to monitor, evaluate, and a continuous school improvement plan.

Domain Two: Culture of Learning

Criteria for Evaluation	Unsatisfactory	Developing	Proficient	Exemplary
<u>Advocating a Culture of Learning</u> Principal provides leadership for assessing, developing, and improving school culture and instructional programs conducive to student learning. Principal articulates the desired school instructional program and shows evidence of how the principal reinforces the instructional program and culture.	Rarely fosters a culture that focuses on learning by supporting a curriculum that is based on the District's standards; rarely ensures that staff implements instructional strategies that support student learning.	Attempts to foster a culture focused on student learning by developing and supporting implementation of the District's standards; provides limited support in the use of instructional strategies or pedagogical methods that support student learning.	Supports a culture focused on student learning by implementing rigorous curriculum aligned to the District's standards; supports staff in implementing rigorous instructional strategies and pedagogical methods that support student learning.	Develops a culture focused on student learning by implementing rigorous curriculum aligned to the District's standards; engages staff to implement rigorous instructional strategies and pedagogical methods that support student learning.
<u>Monitoring a Culture of Learning</u> Principal participates in monitoring and evaluating the effectiveness of curriculum, instruction, or assessment. Principal evaluates staff and provides ongoing coaching for improvement. Principal uses a variety of sources of information to make decisions.	Completes district evaluation system based on limited evidence; classroom observation feedback is based on limited data; rarely holds teachers accountable for implementing feedback; rarely uses student outcomes or teacher practice to make decisions on instructional improvement and teacher effectiveness.	Completes district evaluation system based on adequate evidence; classroom observation feedback is global and not specific; attempts to hold teachers accountable for implementing feedback; uses some evidence of teacher practice and student outcomes to make decisions on instructional improvement and teacher effectiveness.	Implements a consistent district evaluation system based on solid evidence; provides actionable feedback based on evidence gathered by frequent formal and informal observations; ensures teachers implement feedback; uses evidence of teacher practice and student outcomes to make decisions on instructional improvement and teacher effectiveness.	Implements a rigorous, consistent district evaluation system based on clear, concise evidence; provides continuous, actionable feedback based on evidence gathered by frequent formal and informal observations; closely monitors teachers to ensure they implement feedback; uses multiple sources of evidence of teacher practice and student outcomes to make decisions on instructional improvement and teacher effectiveness.
<u>Sustaining a Culture of Learning</u> Principal helps to ensure that staff has professional growth opportunities that enhance student learning. Principal is accessible to, approachable by, and is visible in the school community. Principal supports the use of technology as appropriate in learning.	Provides minimal staff opportunities to enhance performance and grow leadership; rarely interacts with or is accessible to the school community; rarely fosters proper use of technology to support teaching and learning.	Facilitates undifferentiated learning opportunities to enhance staff performance; only provides leadership opportunities for interested staff; inconsistently interacts with and is accessible to the school community; identifies technology that meets some student learning needs.	Provides professional learning opportunities based on staff needs to enhance performance; provides effective teacher leadership opportunities to all staff; interacts with and is accessible to the school community; supports technology that meets student learning needs.	Implements individually tailored professional learning opportunities based on the current learning theories to enhance staff performance; supports staff in leading professional development; interacts with and is accessible to the school community; integrates technology into learning to meet student needs.
<u>Maintaining a Culture of Learning</u> Principal systematically and fairly recognizes accomplishments of students and staff. Principal uses data analysis to instill the importance of continually developing programs and instructional strategies.	Rarely recognizes the accomplishments of staff and students; rarely collects data to draw conclusions about instruction; rarely attempts to ensure that instruction is differentiated.	Recognizes the accomplishments of some staff and students; inconsistently collects data to draw conclusions about instruction; inconsistently ensures differentiation is used to meet student learning needs.	Systematically and fairly recognizes the accomplishments of staff and students; consistently monitors data to drive continuous improvement; analyzes data to differentiate instruction to meet student needs.	Engages staff to systematically and fairly recognize the accomplishments of colleagues and students; monitors and collects quantitative and qualitative data to drive continuous improvement; guides all staff in analyzing data to differentiate instruction to meet student needs.

Domain Three: Management

Criteria for Evaluation	Unsatisfactory	Developing	Proficient	Exemplary
<u>Solving Problems or Concerns</u> Principal addresses and resolves issues as they arise in a timely manner and works to prevent potential problems. Operational procedures are designed and managed to maximize opportunities for learning for all students.	Reacts with frustration when faced with challenges; rarely resolves issues in a timely manner; inconsistently demonstrates confidence in the potential of all students to achieve high levels; rarely addresses situations where students are systemically excluded from high-quality learning opportunities.	Attempts to problem solve, but struggles when faced with challenges; resolves issues when they arise; principal states belief that all students can achieve at high levels; provides most students with access to high-quality learning opportunities.	Leads staff in problem-solving processes to address challenges; quickly resolves issues as they arise; Builds expectations for students, staff, and parents that success is possible for all students; implements equitable systems to ensure all students have access to high quality learning opportunities.	Engages staff to proactively problem solve to address challenges; effectively and decisively resolves issues as they arise; publicly models the belief that every student has the potential to achieve at high levels; implements equitable systems and procedures to ensure all students have access to high-quality learning opportunities.
<u>Managing Resources</u> Principal manages fiscal and physical resources responsibly, efficiently and effectively. Principal protects instructional time by managing operational procedures in such a way as to maximize learning. Principal efficiently uses time management so that teaching and learning are a high priority.	Allocates fiscal and physical resources that do not align with a continuous school improvement plan; allows distractions to interfere with learning time; rarely plans and prioritizes own time and neglects to protect time for instructional leadership activities.	Allocates fiscal and physical resources based on a continuous school improvement plan; seeks information about additional resources; develops some routines to maximize instructional time; plans own schedule to address instructional leadership but is inconsistent with how time is spent.	Allocates fiscal and physical resources in alignment with student achievement-oriented continuous school improvement plan; seeks additional resources to fill gaps; implements schedules and routines to maximize instructional time; plans own schedule to prioritize instructional leadership activities.	Creatively leverages fiscal and physical resources responsibly, efficiently and effectively; actively accesses additional resources that align with a continuous school improvement plan; implements schedules and routines to maximize instructional time; plans own schedule for the year, week and day to prioritize instructional leadership activities.
<u>Complying with Policies and Procedures</u> Principal complies with federal and state law and district policies. School and /or district contracts are effectively managed. Principal maintains confidentiality and privacy of school records, including student or staff information.	Allows school operations that do not comply with federal and state law and district policies; rarely fulfills reporting requirements; rarely manages contractual agreements; has breached confidentiality or released private school and/or district records unnecessarily.	Attempts to align school-wide behavior plan and inconsistently supports staff in implementing it; fulfills most reporting requirements; inconsistently manages contractual agreements; maintains confidentiality and privacy of school and/or district records.	Ensures all school operations comply with federal and state law and district policies; fulfills reporting requirements in a timely manner; manages school contractual agreements effectively; maintains confidentiality of school and/or district records.	Collaborates with district office to implement systems to ensure all school operations comply with federal and state law and district policies; fulfills all reporting requirements in a timely manner; includes staff in implementing contractual agreements effectively; ensure staff maintains the highest level of confidentiality and privacy.
<u>Protecting the Welfare and Safety of Students and Staff</u> Principal works to ensure a safe and secure school environment and a culture that is conducive to teaching and learning. Challenges that could potentially interrupt teaching and learning are addressed and resolved.	Inconsistently implements a school-wide behavior plan; tolerates discipline violations; minimally supports student's emotional and social development; rarely reviews and updates school safety procedures to ensure a safe school.	Develops a school-wide behavior plan and supports staff in implementing it; attempts to fairly apply consequences; periodically reviews discipline data; provides support for student's emotional and social development; manages a safe school.	Leads staff in creating a positive culture through the implementation of clear classroom and school-wide behavior plans; supports staff's consistent and fair implementation of classroom and school wide behavior plans; tracks student discipline data; supports students' emotional and social development; reviews and refines school safety procedures to ensure a safe school.	Engages staff and students to create a positive school culture by clearly articulating and implementing classroom and school-wide behavior plans, including systems to ensure consistent and fair implementation; tracks student discipline data ensuring equitable application of the consequences; builds capacity of the staff to support and enhance students' emotional and social development; continually assesses and refines school procedures to ensure a safe school.

Domain Four: Professional Responsibilities

Criteria for Evaluation	Unsatisfactory	Developing	Proficient	Exemplary
<u>Maintaining Professional Relationships</u> Principal fosters and maintains positive professional relationships with the school community. Principal is respectful of other's opinions and demonstrates an appreciation and sensitivity to diversity in the school community.	Avoids building positive relationships with adults and/or students; avoids conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; does not correct inappropriate/ insensitive statements directed at members of the school community.	Attempts to build professional relationships with adults and students; participates in conversations about diversity and culture, but rarely initiates conversations or connects them to student learning; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to correct intolerant statements directed at the school community with limited success.	Builds positive professional relationships with adults and students; initiates conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to improve staff understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at members of the school community.	Builds and maintains positive, trusting professional relationships with adults and students; builds the school's collective capacity to engage in courageous conversations about diversity and culture and how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretations of the world and leads them through a process to identify student's strengths and weaknesses; corrects intolerant statements directed at members of the school community.
<u>Promoting Family and Community Involvement</u> Principal collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways to engage them in student learning.	Rarely welcomes families and community members into the school or engages them in student learning.	Sets expectations for staff on the process for welcoming families and community members into the school; communicates key information about student learning to families and the community and identifies some ways they can support students' learning.	Welcomes all families and community members into the school, shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support students' learning.	Creates a school-wide culture in which all families and community members are welcomed into the school; builds capacity of staff to implement multiple structures to meaningfully engage families and the community in achieving school a continuous school improvement plan and priorities.
<u>Demonstrating Fairness</u> Principal is fair and consistent when engaging students and staff. Principal demonstrates values, beliefs and attitudes that inspire all students and staff to higher levels of performance.	Rarely demonstrates fairness when engaging students and staff; rarely demonstrates confidence in the potential of all students to perform at high levels.	Inconsistently demonstrates fairness when engaging students and staff; asserts belief that all students and staff can meet high expectations.	Acts with fairness and consistency when engaging students and staff; builds high expectations among staff, students, and parents that success is possible for all students.	Publicly models fairness and consistency when engaging with students and staff, and builds staff capacity to be fair and consistent with students; demonstrates values, beliefs, and attitudes that reflect high expectations for all students and adults.
<u>Growing and Developing Professionally</u> Principal welcomes positive feedback on professional growth. Principal chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school or district.	Unwilling to accept feedback or adjust leadership practice; resistant to engaging in professional learning opportunities aligned with the needs of the school.	Demonstrates a non-defensive attitude in receiving feedback on own professional practice; engages in some professional learning opportunities aligned with the needs of the school.	Seeks feedback on own professional practice, self-reflects, and adjusts professional practice based on that feedback; engages in professional learning opportunities aligned with the needs of the school.	Models and engages staff to seek feedback on their own professional practice, self-reflect, and adjust their professional practice based on that feedback.

MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM (MONTANA-EPAS)

A State Model for Principal Evaluation

Principal Evaluation Forms

**November
2015**



**Montana
Office of Public Instruction
Denise Juneau, State Superintendent**

PRINCIPAL PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

Principal

School Year

School

Date

SECTION 1

Principal develops one to four goals, completes Section 1 of the form and brings the completed form to the Professional Responsibilities and Goal(s) Conference.

August - September

1.1 Using the goals from the school and/or district improvement plan, identify area(s) of need you will focus on during this school year.

1.2 Identify the measurable indicator(s) and methods of measurement you will use to show student progress in the area(s) identified in 1.1.

1.3 List professional learning activities that you will engage in and describe how these activities align to your professional needs and those of the school and/or district?



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PRINCIPAL PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

1.4 How do you plan to welcome and engage families in student learning?

Date of Conference

Principal Signature

Date

Evaluator Signature

Date



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PRINCIPAL PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

SECTION 2

Complete Section 2 of the Professional Responsibilities and Goal(s) Form and provide a copy to your evaluator prior to the Summative Conference. Attach applicable documents.

April - May

2.1 Summarize your school and/or district progress in the area(s) of need as shown by the indicators identified in the beginning of the school year in Section 1.1.

2.2 If you met your goal(s), what conditions were most helpful? If you did not meet your goal(s), what were your obstacles or barriers?

2.3 Describe how you maintain professional relationships with staff and how you demonstrate sensitivity to diversity within the school and the community.



PRINCIPAL PROFESSIONAL RESPONSIBILITIES AND GOAL(S) FORM

- 2.4 Explain how you work collaboratively with staff, faculty and community to establish a culture that encourages and welcomes families and community members. How do you encourage families and communities to engage in student learning?

- 2.5 Explain how you deal fairly and consistently with students and staff. Provide evidence of expression of your values, beliefs and attitudes that inspire students and staff to higher levels of performance.

- 2.6 Provide evidence of the professional learning activities that you participated in and how they align to your professional needs and those of the school and/or district.

Date of Conference

Principal Signature

Date

Evaluator Signature

Date



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PRINCIPAL FORMATIVE FEEDBACK FORM

Principal	<input type="text"/>	School Year	<input type="text"/>
School	<input type="text"/>	Date	<input type="text"/>

This form is used to record the content of conferences, agreed upon goals or performance expectations, and other pertinent information either party wishes to record.

Domain One: Vision and Goals

Narrative

Domain Two: Culture of Learning

Narrative



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PRINCIPAL FORMATIVE FEEDBACK FORM

Domain Three: Management

Narrative

Domain Four: Professional Responsibilities

Narrative

Summary

Principal and evaluator sign the Formative Feedback Form to indicate that the form was reviewed and discussed, not that the principal necessarily agrees with the observation or comments on this form.

Principal Signature

Date

Evaluator Signature

Date



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**PRINCIPAL SUMMATIVE FEEDBACK FORM
(All Domains)**

Principal	<input type="text"/>	School Year	<input type="text"/>
School	<input type="text"/>	Date	<input type="text"/>

DOMAIN ONE: VISION AND GOALS

- Principal, in collaboration with others, such as the school and/or district improvement team or board, uses multiple sources of information and assists in analyzing data to establish rigorous and concrete school and/or district improvement goals in the context of student achievement and instructional programs.
- Principal provides leadership for major initiatives and change efforts relative to the school and/or district improvement goals. Principal is committed to doing the work required for continuous school and district improvement.
- Principal promotes high expectations for teaching and learning. Principal is committed to ensuring that all students have the knowledge and skills necessary to become successful in future educational activities.
- Principal communicates effectively to appropriate stakeholders about progress toward meeting the school and/or district improvement plan goals. Principal participates in a process to regularly monitor, evaluate and revise school and/or district improvement goals.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
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PRINCIPAL SUMMATIVE FEEDBACK FORM (All Domains)

DOMAIN TWO: CULTURE OF LEARNING

- Principal provides leadership for assessing, developing, and improving the school and/or district culture and instructional program that is conducive to student learning. Principal articulates the desired school and/or district instructional program and shows evidence about how he or she reinforces the instructional program and culture.
- Principal participates in monitoring and evaluating the effectiveness of the curriculum, instruction, or assessment of students. Principal evaluates staff and provides ongoing coaching for improvement. Principal uses a variety of sources of information to make decisions.
- Principal helps to ensure that staff has professional growth opportunities that enhance staff's performance and improve student learning. Principal is accessible and approachable by staff, families, and community and is visible in the school and/or district community. Principal supports the use of technology as appropriate in teaching and learning.
- Principal systematically and fairly recognizes accomplishments of staff and students toward a positive school and/or district culture. Principal uses and analyzes data to instill the importance of continually developing programs and strategies to enhance opportunities for learning.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐

Unsatisfactory

☐

Developing

☐

Proficient

☐

Exemplary



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PRINCIPAL SUMMATIVE FEEDBACK FORM (All Domains)

DOMAIN THREE: MANAGEMENT

- Principal addresses and resolves issues as they arise, in a timely manner, and works to prevent potential problems. Operational procedures are designed and managed to maximize opportunities for learning for all students.
- Principal manages fiscal and physical resources responsibly, efficiently, and effectively. Principal protects instructional time by managing operational procedures to maximize learning. Principal efficiently manages his or her time so that teaching and learning are a high priority.
- Principal complies with federal and state law and district policies. School and/or district contractual agreements are effectively managed. Principal maintains confidentiality and privacy of school and/or district records, including student and staff information.
- Principal works to ensure a safe and secure school and/or district environment and a culture that is conducive to teaching and learning. Challenges that could potentially interrupt teaching and learning are addressed and resolved.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐

Unsatisfactory

☐

Developing

☐

Proficient

☐

Exemplary



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PRINCIPAL SUMMATIVE FEEDBACK FORM (All Domains)

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

- Principal fosters and maintains positive professional relationships with staff. Principal is respectful of others' opinions and demonstrates an appreciation for and sensitivity to diversity in the school and/or district community.
- Principal collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage families and community members in student learning.
- Principal is fair and consistent when dealing with students and staff. Principal demonstrates values, beliefs, and attitudes that inspire all students and staff to higher levels of performance.
- Principal chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school and/or district.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH

☐

Unsatisfactory

☐

Developing

☐

Proficient

☐

Exemplary



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**PRINCIPAL SUMMATIVE FEEDBACK FORM
(All Domains)**

SUMMATIVE EVALUATION RATING

☐

Unsatisfactory

☐

Developing

☐

Proficient

☐

Exemplary

IMPROVEMENT PLAN REQUIRED FOR:

DOMAIN ONE

DOMAIN TWO



**PRINCIPAL SUMMATIVE FEEDBACK FORM
(All Domains)**

DOMAIN THREE

DOMAIN FOUR

The principal and evaluator sign the Summative Evaluation Form to indicate that it was reviewed and discussed, not that the principal necessarily agrees with comments on this form.

Principal Signature Date

Evaluator Signature Date



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PRINCIPAL IMPROVEMENT PLAN FORM

Principal	<input type="text"/>	School Year	<input type="text"/>
Evaluator	<input type="text"/>	Date of Conference	<input type="text"/>
Area(s) for Improvement	<input type="text"/>		

The principal and evaluator will collaboratively develop the Improvement Plan at an Improvement Plan Conference. If consensus between the principal and evaluator is not reached, the evaluator develops the Improvement Plan.

1. Identify specific Area(s) For Improvement (AFI) and recommended areas of growth related to one or more of the Montana-EPAS domains.

2. List specific measurable goals for improving the AFI and recommended growth areas to satisfactory levels.



PRINCIPAL IMPROVEMENT PLAN FORM

3. Identify resources and strategies necessary to implement the Improvement Plan.

4. List evidence that must be submitted to evaluate growth and improvement of the identified AFI or recommended areas of growth.

5. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.



PRINCIPAL IMPROVEMENT PLAN FORM

6. Indicate how satisfactory performance as defined by the Improvement Plan will be determined.

My signature below means that I received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Principal Signature

Date

My signature below means that I carefully reviewed the Improvement Plan with the principal and clearly communicated what is expected of the principal to complete the plan.

Evaluator Signature

Date



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Amendments to the Improvement Plan

If the Improvement Plan is amended during the implementation, specify changes.

Principal Signature

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Date

Evaluator Signature

Date

Completion of Improvement Plan

The principal has completed the Improvement Plan as described.

Satisfactory

7

Unsatisfactory

Principal Signature

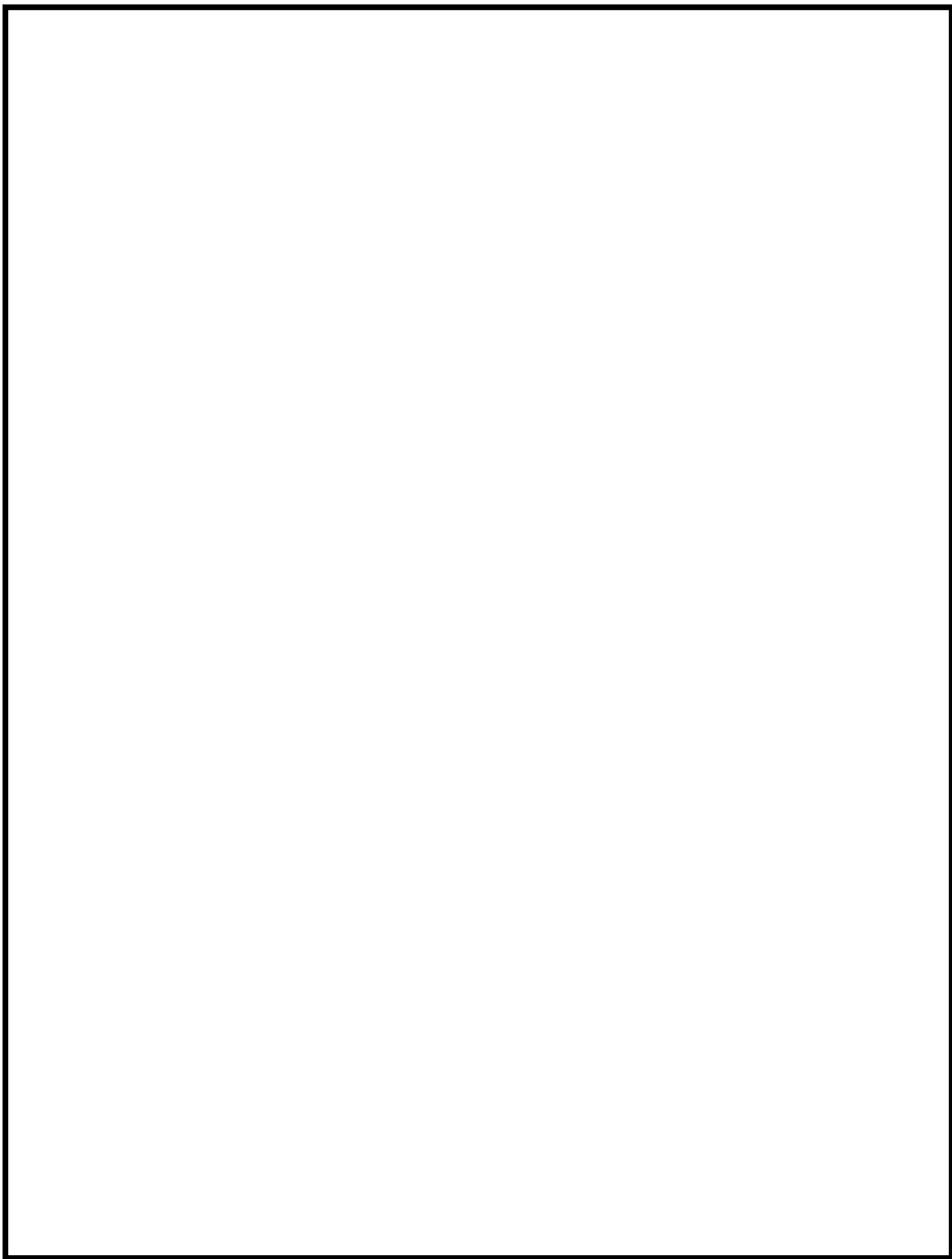
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Date

Evaluator Signature

Date





MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM (MONTANA-EPAS)



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