
Instructions for Principal Evaluation Process

The intended purpose of the principal evaluation process is to assess the principal's performance in relation to the North Carolina Standards for School Executives in a collegial and non-threatening manner. The principal will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering input from the various stakeholders with an interest in the leadership in the school. The input and evidence gathered by the principal is **not** intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards. The following steps outline the required elements of the principal evaluation process.

Step 1: Orientation

At the beginning of the school year, the superintendent/designee will conduct a group orientation with all of the district principals. At this orientation, each principal will be provided a complete set of materials outlining the evaluation process.

Step 2: Pre-Evaluation Planning

Principals will complete a self-assessment using the North Carolina School Executive: Principal Evaluation Rubric. (pp.16–26) This self-assessment will serve as the basis for the preliminary goals form, which should be completed prior to Step 3.

Step 3: Meeting Between Principal and Superintendent/Designee

Principals will meet individually with the district superintendent or a designee who has been delegated the responsibility to discuss the results of self evaluation, preliminary performance goals and the evidence and data to be gathered for the evaluation process. The principal and superintendent will agree on the data, evidence, and artifacts necessary to complete the evaluation process and confirm the principal's level of performance.

Step 4: Data Collection

The principal will collect the data agreed upon in Step 3. These data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. The district superintendent/designee will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community.

Step 5: Mid-Year Evaluation Between Principal and Superintendent/Designee

Principals will meet individually with the district superintendent or a designee who has been delegated the responsibility to discuss the principal's progress toward achieving his or her annual goals. This mid-year discussion will focus on the status of goal attainment and mid-year adjustments to action plans that must be made in order to achieve goals by the end of the school year.

Step 6: Prepare a Consolidated Performance Assessment

The principal will synthesize the information obtained under Steps 4 and 5 in order to prepare a consolidated assessment or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent/designee well in advance of the performance discussion at which final performance levels will be discussed.

Step 7: Meeting Between Principal and Superintendent/Designee

The principal and superintendent/designee will meet at the school to discuss progress in completing the evaluation process. They will discuss the self-assessment, consolidated assessment, and superintendent's summary evaluation of the principal, which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion, the principal will have them readily available to share at that time. At this meeting, the principal and superintendent/designee will agree upon performance goals and recommendations for the Professional Growth Plan.

All forms needed to complete this process are included in this packet. While all of the forms are highly recommended, use of the following is required:

- Rubric for Evaluating North Carolina Principals/Self-Assessment Form (pp. 16–26)
- Principal Summary Evaluation Rating Form (p. 35)