

**U.S. Virgin Islands Assistant Principal Evaluation Guidebook**

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**Acknowledgments**

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Dear U.S. Virgin Islands Assistant Principals:

We believe that our Employee Effectiveness System must reflect our efforts to improve instruction and learning for all students and should reflect state and national standards for educator performance. In 2013, the U.S. Virgin Islands launched a new effort to improve the evaluation system in the district and to link that system to other human resources activities, such as professional development.

To do this work, the U.S. Virgin Islands Department of Education convened the Virgin Islands Teacher and Leader Effectiveness Task Force, made up of educators from both districts. We also collaborated with the Florida and the Islands Comprehensive Center and American Institutes for Research to develop teacher, principal and assistant principal evaluation processes that were objective and complementary.

The task force determined that the new evaluation processes should do the following:

* Foster the continuous professional development of educators in terms of increased knowledge and skills to improve student achievement.
* Provide a framework that ensures educators have the support they need to meet the needs of district stakeholders and create fair and equitable conditions for students.
* Be fair, equitable, and user-friendly.
* Establish and maintain a reflective dialogue among educators that recognizes strengths and weaknesses, leading to improved performance.

With these goals in mind, the task force designed an assistant principal evaluation process that supports the dedication to excellence of the Virgin Islands assistant principals. It has been our privilege to represent your voice in this work, which is so important to our professional growth as educators.

|  |  |
| --- | --- |
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# Introduction

Assistant principals contribute to school culture, administrative effectiveness, and teaching improvement. For many, becoming an assistant principal fulfills a career ambition, and others view the position as an apprenticeship to becoming a principal or other school-level leader. Whatever their ambitions, assistant principals play an essential role in leading schools by overseeing school wide programs, supervising teachers, leading change efforts, and participating on school leadership teams.



U.S. Virgin Islands educators from St. Croix, St. John, and St. Thomas agreed that the following definition applies to all school-level leaders, including principals.

***An effective school leader promotes the academic, social, and emotional success for all students by creating conditions for optimum teaching and learning to occur in a positive school culture.***

Evaluation supports professional growth by identifying areas of strength and improvement. The U.S. Virgin Islands Department of Education (VIDE) has designed an evaluation process for all assistant principals as part of the VIDE Employee Effectiveness System (EES).

The procedures outlined in the *U.S.* *Virgin Islands Assistant Principal Evaluation Guidebook* foster collaboration, trust, and conversation about the practices of assistant principals and their principals, while maintaining a sense of accountability in assistant principals to exhibit great leadership, and in principals to support assistant principals’ growth. The guidebook answers the following questions:

* How will assistant principals’ practice be evaluated?
* When will the evaluation take place?
* What are my responsibilities in the evaluation process?
* What standards will be used to evaluate practice?
* What measures will be used?
* What happens after the evaluation process has been completed?

Throughout the guidebook, the following icons call attention to important ideas or features:

**Terminology and Business Rules:** Provides definitions of terms and procedures

**Tools You Can Use:** Points you to corresponding forms or protocols

The VIDE Division of Human Resources oversees annual implementation of the assistant principal evaluation process. Information about the assistant principal evaluation process, as well as other evaluation processes, can be found on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html). Questions can be emailed to [evalquestions@sttj.k12.vi](mailto:evalquestions@sttj.k12.vi).

# The Focus of Assistant Principal Evaluation

The U.S. Virgin Islands assistant principal evaluation process measures the quality of *practice,* which is comprised of the assistant principal’s daily actions or performance. The evaluation process does *not* focus on assistant principals’ attitudes and knowledge, which are less observable or measurable. Similarly, the process does *not* include *outcomes or results measures*, which may include student learning gains or school culture improvements. An evaluation that focuses on practice provides detailed feedback to assistant principals on the things that they can control in order to improve.



Assistant principal evaluation process focuses on *practice,* which is the assistant principals’ daily work. The Joint Committee on Standards for Educational Evaluation (2014) recommended performance evaluations focus on practice to provide detailed feedback on things which educators can control.

# The Standards

VIDE has adopted the Interstate School Leaders Licensure Consortium Standards, 2008 (ISLLC) as the foundation of effective school leadership. The ISLLC Standards have been adopted by a majority of U.S. states as performance expectations for school principals and other educational leaders (McCarthy, Shelton, & Murphy, 2014). The standards describe school leadership practices that are associated with positive school-level and student-level outcomes. The ISLLC Standards are as follows:

* Setting a shared vision for learning
* Developing a school culture and instructional programs
* Ensuring effective management of the organization
* Collaborating with faculty and community
* Acting with integrity and fairness and in an ethical manner
* Understanding, responding to, and influencing cultural contexts

# The Framework

Frameworks are the backbone of evaluation systems. A framework is a rubric that describes standards of practice in observable and measurable terms and articulates a performance progression or levels of performance. They focus the evaluation on practices that are most important. The *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* (AP Framework) describes school leadership practices of assistant principals in the U.S. Virgin Islands.

The AP Framework, originally developed by American Institutes for Research and adapted for the U.S. Virgin Islands, is a research-based framework that focuses the assistant principal evaluation on leadership practices that matter most for improving schools, teaching, and learning (Clifford, 2014). The AP Framework describes assistant principal practices in observable and measurable terms, articulates a progression of performance levels, and reflects school context in the U.S. Virgin Islands. The essential practices in the AP Framework are:

1. **Build shared purpose.** The leader develops a compelling, shared organizational vision and ensures the vision is “lived” in the daily work of educators.
2. **Focus on learning.** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social and emotional development.
3. **Manage organizational resources.** The leader acts strategically and systematically to create teaching and learning conditions that are safe and supportive by aligning financial resources, human capital, data, and other resources.
4. **Collaborate with community.** The leader ensures that parents and community organizations are engaged with the school.
5. **Lead with integrity.** The leader models professionalism by acting with integrity and making his or her learning visible.

These practices also describe the work of principals, but the AP Framework is substantively different from the framework used for principal evaluation and reflection. For assistant principals, the AP Framework communicates performance expectations and promotes self-reflection. Principals use the AP Framework to score assistant principal practices on the basis of evidence collected with observation, portfolio and school leadership time measures.

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*The Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals* can be downloaded from the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

The Interstate School Leaders Licensure Consortium (ISLLC) Standards are available at [www.ccsso.org](http://www.ccsso.org).

Table 1 displays the alignment between the AP Framework and ISLLC. Note that the sixth ISLLC Standard is represented in all of the five essential practices at the *distinguished* level of performance (as indicated by blue shaded boxes).

Table 1.

*Alignment between the ISLLC Standards and the Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ISLLC Standards** | **Five Essential Practices of School Leadership** | | | | |
|  | Build shared purpose | Focus on learning | Manage organizational systems | Collaborate with community | Lead with integrity |
| Setting a shared vision for learning |  |  |  |  |  |
| Developing a school culture and instructional programs |  |  |  |  |  |
| Ensuring effective management of the organization |  |  |  |  |  |
| Collaborating with faculty and community |  |  |  |  |  |
| Acting with integrity and fairness and in an ethical manner |  |  |  |  |  |
| Understanding, responding to, and influencing cultural contexts |  |  |  |  |  |

When used according to the process outlined in this document, the AP Framework provides detailed performance information for assistant principals. When reflecting on practice or assessing performance, assistant principals and principals refer to the *indicators* and *elements* in the AP Framework for specific behaviors. Taken together, multiple elements describe performance on a given indicator, and multiple indicators combine to describe a practice. In the assistant principal evaluation process, measures are aligned to elements and indicators. Assistant principals receive feedback on performance at the practice level.

The AP Framework uses performance ratings of *Unsatisfactory, Basic, Proficient, and Distinguished.* When reading the AP Framework,it is important to understand that the rubric is cumulative. This means that a higher level of performance can be attained only by displaying evidence of performance at all lower levels (Figure 1).

Practice is the biggest grain size.



Each Indicator describes part of the practice.

Elements combine to describe the indicator.

*Figure 1.* Example of Five Essential Practices of Assistant Principals Framework Design. This figure displays the practice, indicator and elements for a practice in the AP Framework.

# Setting Expectations: The Business Rules

Evaluation is a systematic method of documenting job performance for the purpose of ascertaining its quality, extending professional supports, and making human resources decisions. Evaluation is one important component of the efforts of the U.S. Virgin Islands to build and maintain a highly talented educator workforce. Other components include educator certification, preparation, professional development, and retention processes.

Evaluation always has been an aspect of educators’ work in the U.S. Virgin Islands. VIDE business rules outline the assistant principal evaluation process, and the union contract in each district includes language on assistant principal evaluation commensurate with the process outlined in this document. Educator evaluation is also an important federal initiative. The U.S. Virgin Islands assistant principal evaluation process adheres to federal guidelines for educator evaluation design. The following information describes the assistant principal evaluation business rules.

**Who is evaluated?** All assistant principals are evaluated using the U.S. Virgin Islands assistant principal evaluation process. Previous performance, years of professional experience, and organization type (e.g., elementary school) do not affect the use of the evaluation process. In the U.S. Virgin Islands, an assistant principal is responsible for portions of school operations and programs, and officially holds the position of assistant principal. In some cases, an assistant principal will assume all principal responsibilities for a period of time and then is called an *interim principal*. Should the assistant principal be an interim principal for two or more consecutive quarters in a school year, the assistant principal performance will be evaluated according to the principal evaluation process.

**Who evaluates assistant principals?** In the U.S. Virgin Islands, the principal is responsible for evaluating assistant principals. The principal oversees and completes the evaluation process each year. All principals are provided training in order to evaluate assistant principals.

**How often are assistant principals evaluated?** All assistant principals are evaluated one time per year. Two formal observations, an Assistant Principal Portfolio (including a professional growth plan), and School Leadership time indicated by an assistant principal’s attendance constitute the annual evaluation process for all assistant principals.

**How, if at all, is the evaluation differentiated?** All assistant principals, regardless of previous performance or experience level, are evaluated the same way and according to the same set of standards.

**How will results be used?** Assistant principals receive evaluation feedback from principals each year during a meeting convened at the end of the school year. Feedback is intended to document and improve performance. The assistant principal and principal discuss areas of improvement and growth as well as possible goals to include in a professional growth plan the following school year. Results are also used for personnel decisions. In addition, VIDE uses performance data to think strategically about professional development programs, preparation programs, and other workforce issues.

**What is an Assistant Principal Professional Growth Plan (PGP)?** All assistant principals complete a PGP each year, regardless of previous performance or years of experience. The PGP addresses two goals, which are linked to areas of growth and collaboration. Assistant principals are evaluated on the degree to which the PGP has been implemented and their engagement in professional learning activities.

**What happens if an assistant principal receives an unsatisfactory rating?**

If an assistant principal receives one “unsatisfactory” rating in any essential practice, the principal and assistant principal create an improvement plan to address performance immediately. The assistant principal is responsible for enacting the plan immediately, and the principal is responsible for increasing support and monitoring. Failure to enact the improvement plan or improve performance within the required time period may negatively impact personnel decisions.

**What happens if an assistant principal receives a *basic* rating?** If an assistant principal receives a *basic* rating in one or more practices, the principal and assistant principal utilize the PGP for improvement and the principal increases support and monitoring. Failure to improve performance above the basic level by the next summative evaluation meeting may negatively impact personnel decisions.

**What happens if disagreements occur about evaluation results?** If an assistant principal disagrees with evaluation results, he or she should acknowledge receipt of results by electronically signing the required forms and discuss areas of disagreement with the principal. Should disagreements persist, the assistant principal may file an appeal following the VIDE procedures.

**When will the evaluation occur and how much time will the evaluation require?** VIDE determines the timeline for each evaluation process once the school calendar has been approved for the school year. Information is made available through the VIDE Division of Human Resources, the Division of Curriculum and Instruction or by visiting the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

# The Practice Measures: How Evidence Is Collected

The U.S. Virgin Islands assistant principal evaluation process uses multiple measures to assess performance on each practice. Using multiple measures in prescribed ways increases assessment fairness and accuracy. The measures used in the U.S. Virgin Islands assistant principal evaluation process are as follows:



Measures gather evidence of performance for evaluation purposes.

* **Observation** is a formal method of gathering evidence about performance. Each assistant principal is observed formally twice a year, once each semester. One of the observations MUST be an Instructional feedback Observation during which the principal observes the assistant principal providing instructional feedback to a teacher during the teacher’s post-observation conference. The instructional feedback observation process is detailed in the *U.S. Virgin Islands Evaluator’s Manual for the Instructional Feedback Observation***.** The forms and resources can be found in the manual, on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html) and on TalentEd. Figure 2 displays the instructional feedback observation cycle.

*Figure 2.* The Instructional Feedback Observation Cycle. This figure displays the steps in the instructional feedback observation process.

The second observation can also be an Instructional Feedback Observation observing the assistant principal providing instructional feedback to a teacher during the teacher’s post-observation conference. HOWEVER, the second observation can also have a different focus based on the assistant principal’s specific role and responsibilities in his or her school.

If the second observation is a not and Instructional Feedback Observation, the principal and assistant principal determine the focus of the observation and identify **two** **practices** to be observed. This decision is documented at the beginning of the school year during the Assistant Principal Evaluation Planning Meeting using the *Assistant Principal Observation Planning Form*. This form as well as other forms for the second observation can also be found in the Appendix of this document and on TalentEd and on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

The non-instructional observation process is similar to the Instructional Feedback Observation process, however it includes pre- and post-observation forms so the assistant principal can provide the context of the activity/event being observed and reflect after the observed activity/event. Figure 3 displays the non-instructional observation cycle.

*Figure 3.* Non-Instructional Observation Cycle. In this figure, the purple ovals represent the additional steps required for the non-instructional observation.

* **Assistant Principal Portfolio** is an assistant principal–generated documentation of performance on each standard that is evaluated annually by the principal. The assistant principal portfolio is similar to the principal portfolio, however the artifacts are specifically related to the role and responsibilities of the assistant principal. A total of **five** **artifacts** are required and include both common artifacts (documents that are the same for all assistant principals) as well as unique artifacts (documents that may be on the same topic but are unique to each assistant principal given the context of the school and his or her specific role and responsibilities). The following artifacts comprise the assistant principal portfolio:
  + **Common Artifacts:**
    - **Artifact 1: A set of completed documents for one teacher’s evaluation** provides evidence of
      * **Focus on Learning,** Indicator 2.1: Improve the Instructional Program
      * **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel and Indicator 3.3: Manage Resources
    - **Artifact 2: Assistant Principal Professional Growth Plan** (PGP) provides evidence of
      * **Lead with Integrity,** Indicator 5.1: Demonstrate Personal and Professional Responsibility

The PGP is similar to the growth plans for the teacher and principal. It includes two goals: a growth personal learning goal and a collaborative goal. Each assistant principal is responsible for developing, implementing and reflecting on the PGP. The *Assistant Principal Portfolio Guidebook,* which can be accessed on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html),includesdetails on the assistant principal PGP.

* + **Unique Artifacts** 
    - **Artifact 3: Student Discipline** provides evidence of
      * **Focus on Learning,** Indicator 2.2: Support Teacher’s Development of a Positive Classroom Climate
      * **Manage Organizational Systems**, Indicator 3.1:Manage the Organizational Systems
      * **Collaborate with Community**, Indicator 4.1:Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs
    - **Artifact 4: Professional Learning Communities** provides evidence of
      * **Build Shared Purpose,** Indicator 1.1: Support School Mission
      * **Focus on Learning,** Indicator 2.1:Improve the Instructional ProgramandIndicator 2.2:Support Teacher’s Development of a Positive Classroom
      * **Manage Organizational Systems,** Indicator 3.2: Lead and Develop Personnel
      * **Lead with Integrity,** Indicator 5.1: Demonstrate Personal and Professional Responsibility
    - **Artifact 5: Assistant Principal Choice**

Each assistant principal, in collaboration with the principal, identifies a practice and indicator based on self-reflection using the *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals,* and determine the artifact to be collected.

During the Evaluation Planning Meeting at the beginning of the school year, the assistant principal and principal discuss the practices for each unique artifact, identify possible artifacts to collect, and document the decision on the *Assistant Principal Portfolio Planning Form* in TalentED and on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

The portfolio is assembled throughout the school year and shared with principal near the end of the school year. The portfolio is managed through TalentEd, VIDE’s human resources performance management system, and BriteLocker, the electronic portfolio software. The *Assistant Principal Portfolio Guidebook,* which can be accessed on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html) describes the portfolio and PGP development process in detail.

* **School Leadership Time**

Being present is an important professional behavior for all employees of the VIDE. Assistant principals play a significant role in school leadership, therefore it is important that each assistant principal is present. School Leadership Time contributes 10% of the total summative evaluation score for all assistant principals. School Leadership Time is determined by attendance and is scored using the rubric in the VIDE Attendance Policy. A copy of the policy is available from the VIDE Division of Human Resources and on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html).

Each measure contributes to the assistant principal evaluation, though each measure does not contribute equally. As Table 2 shows, assistant principal observation does not provide evidence for all standards.

Table 2.

*Alignment between the Assistant Principal Evaluation Measures and the   
Five Essential Practices of School Leadership Framework\**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Five Essential Practices of School Leadership Framework** | | | | |
| **Measures** | **Build shared purpose** | **Focus on learning** | **Manage organizational resources** | **Connect with community** | **Lead with integrity** |
| **Portfolio** |  |  |  |  |  |
| **Observation** |  |  |  |  |  |
| **School Leadership Time** |  |  |  |  |  |

\*The table shows the alignment with the instructional feedback observation. If the principal and assistant principal decide the second observation will be a non-instructional observation, the observation may align to the other practices.

# Summative Scoring: How Scores Are Determined

The purpose of the assistant principal evaluation is to promote growth and development through feedback and open discussion about current performance and career trajectory between assistant principals and their principals. Scoring performance helps promote growth.

The U.S. Virgin Islands assistant principal evaluation uses numerical scoring to report (a) practice-level scores and (b) an overall assistant principal performance score and rating. Each practice receives equal priority when scoring, regardless of previous performance or school situation. Thus, each of the five essential practices in the AP Framework is equally important to an assistant principals’ overall performance score (Figure 4).



The assistant principal evaluation results will be delivered annually to assistant principals by the principal during a prearranged, one-on-one summative evaluation meeting that occurs at the end of the school year at a time convenient to both parties. The principal will provide the assistant principal with a summative evaluation report prior to the summative evaluation meeting.

The Five Essential Practices of School Leadership

*Figure 4.* Even Weighting of the Five Essential Practices of School Leadership. This figure shows the evenly weighted practices in the assistant principal evaluation process.

The Total Practice Score for the Five Essential Practices of School Leadership represents 90% of an assistant principal’s summative evaluation score. The School Leadership Time represents 10% of an assistant principal’s summative evaluation score. An assistant principal’s overall summative evaluation score is determined by multiplying the Total Practice Score by .90 and multiplying the School Leadership Time score by .10, and adding the two scores. Table 3 below represents the calculations.

The overall summative score is calculated automatically in *TalentEd* and used to determine a level of performance: *Unsatisfactory, Basic, Proficient, or Distinguished*. VIDE will set scoring ranges for the performance levels based upon data collected from all assistant principals after a year of implementation.

Table 3:

*Calculations for the Principal Summative Evaluation Score*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FIVE ESSENTIAL PRACTICES OF SCHOOL LEADERSHIP SUMMATIVE SCORE** | | | | | |
| **Essential Practice** | **Portfolio Score** | **Instructional Observation Score** | **Second Observation Score** (limited to 2 practices ONLY) | **Measures Subscore** | **Practice Score** |
| **Build Shared Purpose** | (Score) | N/A | (Score) | Sum of scores | Average of scores |
| **Focus on Learning** | (Score) | (Score) | (Score) | Sum of scores | Average of scores |
| **Manage Organizational Systems** | (Score) | (Score) | (Score) | Sum of scores | Average of scores |
| **Collaborate with Community** | (Score) | (NA) | (Score) | Sum of scores | Average of scores |
| **Lead with Integrity** | (Score) | (NA) | (Score) | Sum of scores | Average of scores |
| **TOTAL PRACTICE SCORE=** Sum of 5 Practice Scores/5 | | | | | |
| **SCHOOL LEADERSHIP TIME SUMMATIVE SCORE** | | | | | |
| The School Leadership Time score is based on the following rating scale in VIDE attendance policy.  **Attendance**   |  |  |  |  | | --- | --- | --- | --- | | **1**  **Unsatisfactory** | **2**  **Satisfactory** | **3**  **Exceeds Standards** | **4**  **Outstanding** | | 13 or more absences | 9-12 absences | 5-8 absences | 0-4 absences |   **SCHOOL LEADERSHIP TIME** = attendance | | | | | |
| **TOTAL SUMMATIVE EVALUATION SCORE** = TOTAL PRACTICE SCORE × .90 + SCHOOL LEADERSHIP SCORE × .10 | | | | | |

During the Assistant Principal Summative Evaluation Meeting, assistant principals are responsible for raising questions about scoring and principals are responsible for explaining scores in ways that assistant principals understand. Should an assistant principal feel that scores are unfair or inaccurate, he or she may file an appeal following the VIDE procedures.

# Evaluation Process: How and When Evaluation Occurs

Fidelity to the evaluation process helps ensure fairness and accuracy. The evaluation process for the assistant principal evaluation is supported by tools and measures which are provided in separate documents. These documents include specific directions and forms for use during the evaluation process and are available on the [VIDE EES web portal](http://www.vide.vi/for-employees/employee-portal/for-educators/vide-ees.html):

* *Five Essential Practices of School Leadership: A Framework for Supporting Assistant Principals*
* *U.S. Virgin Islands Assistant Principal Evaluation Guidebook*
* *U.S. Virgin Islands Assistant Principal Portfolio Guidebook*
* *U.S. Virgin Islands Evaluator’s Manual for the Instructional Feedback Observation*

Assistant principal evaluation is a five-step cycle that repeats annually. The five steps in the evaluation process are described below. Table 4 displays annual roles and responsibilities of the assistant principal process:

* **Evaluation Planning Meeting (Step 1).** The assistant principal and principal review past performance, district or school plans, and the AP Framework at the beginning of the school year. The assistant principal completes the Assistant principal Observation Planning Form, the Portfolio Planning Form and the PGP forms in TalentEd. The principal explains the evaluation process to the assistant principal and sets an evaluation calendar for the entire academic year.
* **Evidence gathering (Step 2).** The principal observes the assistant principals’ performance (A minimum of two observations are conducted each year, one of which must be an Instructional Feedback Observation when the principal observes the assistant principal providing instructional feedback to a teacher as part of the teacher’s post-observation conference. The other observation may be an Instructional Feedback Observation or an activity identified by the assistant principal and principal during the assistant principal’s Evaluation Planning Meeting.) The assistant principal begins collecting artifacts for the portfolio, including evidence of PGP implementation.
* **Mid-Year Check-In (Step 3).** The principal convenes a Mid-Year Check-In meeting with the assistant principal to share the first observation results, if the results have not been shared yet, and discuss progress on the portfolio including the PGP. Appropriate adjustments to the portfolio and/or PGP can be made if needed.
* **Evidence gathering (Step 4).** The principal observes the assistant principal’s performance. (A minimum of two observations are conducted each year, one of which must be of the assistant principal providing instructional feedback to a teacher as part of the teacher’s post-observation conference. The other observation may be an Instructional Feedback Observation or an activity identified by the assistant principal and principal during the assistant principal’s Evaluation Planning Meeting.) The assistant principal finalizes and submits the portfolio, including evidence of PGP completion, for review.
* **Summative meeting (Step 5).** The principal reviews and scores all evidence in preparation for the summative meeting. All summative ratings and other forms are sent to the assistant principal prior to the summative meeting. The assistant principal and principal then meet for approximately one hour to discuss scores, ratings and recommendations for improvement and/or growth. The evaluation cycle then begins again.

Table 4:

Annual Assistant Principal Evaluation Steps and Responsibilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step** | **Task** | **Assistant Principal** | **Principal** | **VIDE** |
| Evaluation  Planning Meeting | Conduct evaluation planning meeting | Complete Portfolio Planning Form,  Draft PGP and submit both to principal before the Evaluation Planning Meeting | Review and finalize PGP with assistant principal, and  set calendar | Monitor progress |
| Evidence Gathering | Assistant principal observation | Obtain signed Teacher Consent Form if doing an instructional feedback observation, provide teacher observation documents to the principal, and  complete any required observation forms | Conduct pre-observation conference, observe assistant principal and put notes in TalentEd, and  complete any required observation forms | Monitor progress |
| Gather PGP and portfolio evidence | Gather evidence | NA | Support portfolio process |
| Midyear Check-In | Check-in meeting | Discuss progress and adjust portfolio or PGP if needed with principal | Discuss progress, complete Mid-Year Check-In Form, and  adjust portfolio or PGP if needed with assistant principal | Monitor progress |
| Evidence Gathering | Complete portfolio and PGP | Gather evidence and upload into BriteLocker | NA | NA |
| Assistant principal observation | Obtain signed Teacher Consent Form if doing an instructional feedback observation, provide teacher observation documents to the principal, and  complete any required observation forms | Conduct pre-observation conference, observe assistant principal and put notes in TalentEd, and  complete any required observation forms | Monitor progress and receive results |
| Portfolio Review | Discuss progress and  explain portfolio artifacts including the PGP | Review artifacts in BriteLocker before meeting,  discuss progress,  complete the Portfolio Scoring Form | Receive results |
| Summative Meeting | Summative Evaluation Meeting | Discuss feedback and finalize evaluation | Discuss feedback and finalize evaluation | Prepare reports and receive forms |

*Note.* NA = not applicable.

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