

Principal Evaluation Criteria and Descriptors

Minimum evaluation criteria - Certificated principals and assistant principals

WAC 392-191A-150

Criterion 1: Creating a school culture that promotes the ongoing improvement of teaching and learning for students and staff.

Descriptor: An effective leader creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that is welcoming, that is built on mutual trust, and that promotes student learning and staff professional growth.

Criterion 2: Providing for school safety.

Descriptor: An effective leader supports community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

Criterion 3: Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Descriptor: A effective leader relies on data to promote improvement in multiple aspects of the school's systems and across the seven other criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

Criterion 4: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.

Descriptor: This criterion identifies key aspects of the principal's role as an instructional leader tied to curriculum, instruction, and assessment. The big idea of this criterion is reflected in an understanding of the power and importance of a guaranteed and viable curriculum for each and every student in the school. This requires attention to assuring "what" is taught not only aligns with standards and goals but is appropriately rigorous and culturally responsive to the students being taught.

Criterion 5: Monitoring, assisting, and evaluating effective instruction and assessment practices.



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Descriptor: The big idea of this criterion in addressing the “how” is instructional supervision and evaluation that promotes teacher growth and improved instruction throughout the building. The adopted instructional framework is central to this work.

Criterion 6: Managing both staff and fiscal resources to support student achievement and legal responsibilities.

Descriptor: Effective leaders manage themselves, their human resources, and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

Criterion 7: Partnering with families and communities to promote learning.

Descriptor: An effective school leader recognizes and capitalizes on the potential that families and communities can have on students’ achievement. When these relationships are functioning well, families and communities understand the work of the school and are proud to claim the school as their own. An effective leader understands these influences to be valuable resources and works to establish trusting partnerships between homes, the larger community, and the school. These leaders understand that aligning school and community efforts and values is ongoing work that must be nurtured, sustained, and monitored, and is able to influence other to adopt the same understanding.

Criterion 8: Demonstrating commitment to closing opportunity and achievement gaps.

Descriptor: This criterion focuses on the principal’s responsibility to analyze achievement of groups of students who have had an historical disadvantage, as well as the achievement of individual students who are not realizing learning potential. While the title of this criterion refers to a gap, there is likely more than one. Also, achievement gaps are often the result of opportunity gaps. The principal’s role is to analyze achievement data to identify groups that are underperforming and demonstrate a commitment to closing opportunity gaps that perpetuate achievement gaps. This includes identifying barriers that could be contributing to the proliferation of the gaps and creating and implementing effective plans that target those barriers. Connecting the school’s efforts to those of the district is critical.