Appendix B: Examples of Artifacts for PADEPP Criteria

Preface

District evaluators participating in the principal evaluation pilot study and principals participating in the School Leadership Executive Institute (SLEI) developed the initial version of the following lists of artifacts and performance indicators which might be considered when determining a principal's rating on a particular standard. These lists are provided as examples of possible evidence and are not exhaustive. All relevant evidence may be considered by evaluators and should be noted on the Principal Evaluation Instrument.

Observations made by an evaluator and descriptive statements should be included. The intent is to focus on qualitative measures in a holistic manner, using evidence as appropriate. Local districts have flexibility in establishing specific expectations in the orientation conference.

Language in the criteria that is new in 2017 is underlined.

Standard 1: Vision

An effective educational leader fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criterion 1: Involves stakeholders (e.g., school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.

Evidence:
- Mission statement is printed in materials (handbooks, memos, newsletters, etc.)
- Mission statement posted in school (lobby, classrooms, etc.)
- Membership list, agendas, minutes of School Improvement Council
- Membership list, agendas, minutes of team leaders
- Membership list, agendas, minutes of Student Advisory Committee
- Annual School Reports
- PTA/PTO Parent Night agendas and flyers
- Surveys from parents, community, teachers, and students
- Civic involvement calendar/list
- Stakeholders' ability to verbalize vision of school
- District administrative input
- Observation of school meetings
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- Interviews with members of school groups such as SIC, PTA/PTO, etc.
- School Improvement Plan

Criterion 2: Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the school’s vision in order to foster the academic growth and well-being of each student.

Evidence:
- Written timelines
- Surveys from parents, community, teachers, and students
- Agendas and minutes of meetings
- School newsletters
- Completed action plan to accomplish vision of school
- Logs of action plans
- Observation of SIC or other school meetings
- Student handbooks listing vision and mission of school
- Interviews with members of school groups such as SIC, PTA/PTO, etc.

Criterion 3: Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.

Evidence:
- Various school publications (faculty, student handbooks)
- Memos from principal to staff
- Visual displays in or around the school or school community
- Mission statement posted in building
- Prepared presentation (power point)
- Agendas from school meetings
- Annual School Report
- School and staff calendars
- Welcome back letter from principal to staff, parents, and students
- Observation of principal's remarks at Open House or other school meetings
- School website
- Newspaper articles
- Parent and student newsletters

Criterion 4: Implements, evaluates, and refines the plan of action for achieving the school’s vision.

Evidence:
- Budget decisions reflect priorities of the vision of the school
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- School renewal plan reflects the vision of the school
- Timeline for review of action plan
- Minutes of school leadership meetings
- Analysis of success/failure of goals
- Applications to awards/recognition programs (Palmetto's Finest, Blue Ribbon, Schools of Promise, etc.)
- Observation of school meetings with teachers or SIC to discuss evaluation of plan
- Documentation of changes made in the plan based on evaluation data

Standard 2: Instructional Leadership

An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criterion 1: Sets and communicates high standards for curricular/instructional quality and student achievement.

Evidence:
- Written instructional goals
- Display of student work
- School renewal plan
- School manuals and guides
- Teacher expectation packet
- Meetings for team leaders/Department Chair input
- Grade-level guides and meetings
- Identified benchmarks
- Agendas for any meetings where student achievement, curriculum, or instruction are discussed
- End-of-course tests
- School-wide performance charts (monthly) in the lobby
- Letters to parents
- Quarterly letters to honor-roll students
- Observation of principal's interactions with teachers regarding instruction, curriculum, or student achievement
- Newsletter articles regarding student achievement goals
- Handbooks

Criterion 2: Demonstrates proficiency in analyzing research and assessment data.

Evidence:
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- Collaboration with staff/district to analyze data
- Standards driven curriculum
- Presentation for all stakeholders of test results and implications
- Survey results
- Observation of principal in work sessions to analyze data
- Faculty meeting agendas
- Professional development plans

Criterion 3: Ensures the use of data from appropriate assessments and educational research to continuously monitor progress and strategically improve instruction in response to ongoing progress monitoring.

Evidence:
- Student profiles of test results (looked at by teachers)
- Grade level/department minutes and notes
- Tracking of student assessment data
- Standards-based instruction
- Monitoring of staff adaptation to curriculum based on assessment results
- Improvement plans
- Written evidence of effective research practices
- Remediation/Acceleration Programs in place
- Program initiatives based on school needs (through test scores, etc.)
- Staff development plan
- Documentation of changes made after analysis of assessment data
- School renewal plan
- Summary reports

Criterion 4: Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.

Evidence:
- Observation schedule
- Written feedback, improvement plans, teacher evaluation data
- Interviews with teachers
- Staff development plan
- Newsletters about instructional program
- Observation of principal working with teachers
- ADEPT/Expanded ADEPT records

Criterion 5: Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.
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Evidence:
- Student Profile Sheets
- Observation/feedback records
- Assessment samples
- Analysis of all types of student assessment
- Literary coach or curriculum coordinator on staff
- Lesson plan logs
- Analysis of test results
- Grade distribution forms
- Comparison of pre/post tests; all previous data
- School renewal plan
- Summary Report
- Teacher specialists employed
- Professional growth plans
- Charts/graphs
- Academic benchmarks
- Technology programs and activities promoting growth

Criterion 6: Collaborates with teachers and staff on a regular basis to promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

Evidence:
- Community service projects
- Lesson plans
- Minutes and agenda for committee work
- Minutes of meetings with teachers
- Posted information on the Profile of the South Carolina Graduate
- Embedded instruction on World Class Skills and Life and Work Characteristics in the Profile

Standard 3: Effective Management

An effective educational leader fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criterion 1: Seeks and allocates resources to achieve school and district goals.

Evidence:
- School budget reflects district's school goals
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- Business partnerships
- Grant application(s)
- Allocation of school funds, PTA/PTO funds, etc. to achieve goals
- Reallocation information

Criterion 2: Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

Evidence:
- Written procedures for purchasing
- Purchase orders
- Monthly spending reports
- Grants
- Audits
- Report from district budget/finance offices
- School budget

Criterion 3: Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements to optimize their professional capacity to facilitate student growth.

Evidence:
- Master schedule reflects collaboration and planning time
- Human resource plan
- Allocation requests
- Participation in recruitment, screening, interviewing activities
- Evidence of match between learning needs and preferences of students and teachers
- Assignment of staff duties
- Inclusion of other administrative staff and teachers in interviews

Criterion 4: Works with teachers and available resources to ensure that each student has equitable access to highly effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

Evidence:
- Teacher evaluation records
- Teachers’ professional development plans
- Students’ schedules
- Differentiated professional development provided to teachers
- List of resources given to teachers
- Instructional coaches’ schedule in assisting teachers as needed
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- Students enrolled in instructional support programs

Criterion 5: Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.

Evidence:
- Record of staff attendance
- ADEPT records
- Plan/policy for checking lesson plans
- Feedback on lesson plans
- Teacher observation feedback
- Letters to staff and individual teachers/staff
- Evaluations
- Interviews with school staff
- Copies of formal and informal observations

Criterion 6: Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.
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Evidence:
- Duty schedules
- Security and safety plan
- Emergency plans
- Crisis management plan
- Drill schedules, summaries
- Clearance from the fire department
- Signs posted in facility
- Evaluations of drill procedures
- Rules posted
- Review of school response(s) to any local emergency situations
- Playground inspection
- Incident reports
- Discipline reports

Criterion 7: Ensures the maintenance of a clean and aesthetically pleasing school environment.

Evidence:
- Observation of a clean and pleasing school environment
- Maintenance logs, reports, and requests
- Students’ work is visible throughout the building
- Surveys
- Interview with students and staff
- Walk-through records

Standard 4: Climate

An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate.

Criterion 1: Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.

Evidence:
- System of rewards and celebrations for teachers
- Common planning time in schedule
- Surveys
- Observation of staff interaction
- Interviews with staff
- Grade-level meeting agendas
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- Child-centered education
- Continuous improvement

Criterion 2: Involves parents, students, and the community in efforts to create and maintain a positive learning environment.

Evidence:
- Surveys
- Report card conferences
- Announcements of activities
- Volunteer lists
- Invitations
- Interviews with parents/community members
- Evidence of community involvement such as mentoring, tutoring, etc.
- Celebrations
- Observation of parent/community activities at school
- PTA/PTO programs, agendas, schedules
- Family day activities
- Special events (Doughnuts for Dad, Rock and Read, Grandparents’ Day, etc.)

Criterion 3: Establishes and supervises programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation of college and career readiness and successful life skills.

Evidence:
- Guidance programs
- Clubs
- Civic programs
- Honor Roll
- Intramural programs
- Peer remediation
- Athletic programs
- Literacy cards
- Academics/tutoring
- Open day snack machines
- Fine arts program
- Token economy programs
- Competitions
- Artists-in-Residence
- Character education program
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- Assembly programs
- Parenting classes
- Awards
- Dinners
- Volunteers in school
- Job shadowing experiences
- Career days

Criterion 4: Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.

Evidence:
- School discipline records
- Alternative classes and programs
- Observations of students at school
- Use of management materials, such as Harry Wong
- Interviews with parents, teachers, and students
- Student-teacher handbook
- Athletic handbook
- Code of conduct
- Responsibility plans and contracts
- Referrals to district office
- Intervention plans
- Discipline plan
- In-school suspension program, behavior management centers

Criterion 5: Manages conflict and crisis situations in an effective and timely manner.

Evidence:
- Crisis management plans (severe weather, intruder, and so forth)
- Peer mediation
- Evaluative component and timeline (after each crisis)
- Grievance policy
- Referrals to district office
- Discipline records
- Interviews with parents, teachers, or students
- Guidance services
- Observation of principal during conflict or crisis situations

Criterion 6: Deals with student misconduct in a prompt and effective manner.
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Evidence:
- Discipline records
- Incident reports
- Lack of calls to district office
- Surveys

Standard 5: School/Community Relations

An effective educational leader fosters the academic success and well-being of each student by collaborating effectively with stakeholders.

Criterion 1: Develops an effective and interactive communications plan and public relations program.

Evidence:
- Student report cards/conference days
- Copy of plan for school/community involvement
- Annual reports
- Public relations plan
- Orientation packet and meetings
- Communications with parents and community and newsletters
- School Renewal Plan

Criterion 2: Participates in school community activities.

Evidence:
- Membership/involvement (Rotary, church, etc.)
- Climate survey
- School initiated community activities
- Ticket stubs
- Observation of community activities
- PTA/PTO, SIC attendance
- Attendance at sporting events

Criterion 3: Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.

Evidence:
- Survey results
- Report to the People
- SIC minutes, dates, agendas
Appendix B

- AdvancED information
- Booster clubs
- Grade level meetings
- Junior Achievement involvement
- Open houses
- Conference schedules

Criterion 4: Responds to diverse community interests and needs.

Evidence:
- No evidence to the contrary
- Involvement in diverse community activities
- Alternate meeting times and places for parents
- Service Learning Projects
- Newspaper articles
- Newsletters
- Interviews with parents or community members

Criterion 5: Creates and sustains a variety of opportunities for parent and community involvement in school activities.

Evidence:
- PTA/PTO meetings
- Math/Science nights
- SIC/Strategic Plan meetings
- List of volunteers
- Sign-in records of involvement
- Observations of school activities
- Parent center in school
- Parent workshops

Criterion 6: Builds and sustains productive partnerships with public and private sectors, such as businesses and institutions of higher learning, to promote school improvement and student learning.

Evidence:
- List of school business partners
- List of student interns, student teachers, and hosting teachers
- Communication between school and institutions of higher education to collaborate experiences, observations, and expectations
Appendix B

- Inclusion of student interns and student teachers with school meetings, activities, and professional development opportunities

Criterion 7: Collaborates with staff to develop effective strategies for parents and the community to support students’ learning.

Evidence:
- Staff involvement in school program
- Student council, principal’s cabinet, etc.
- Homework centers
- Parent-teacher conferences
- Parent volunteer programs
- Academic assistance plans and conferences
- Reading grandmothers, grandfathers, etc.
- Site-based management approach

Criterion 8: Accurately communicates student achievement or status to constituents and employs the community’s cultural, social, intellectual, and political resources to promote student growth and school improvement.

Evidence:
- Meeting agendas and minutes
- Collaboration with community stakeholders
- Representation of community members on key committees and SIC

*Standard 6: Ethical Behavior*

An effective educational leader fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.

Criterion 1: Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.

Evidence:
- No evidence to the contrary
- Interviews with school staff
- Observation of principal
- Surveys
- Strategic plan

Criterion 2: Models respect, understanding, sensitivity, and appreciation for all people.

Evidence:
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- Observation of principal
- Surveys
- Copies of correspondence
- Interviews with members of the school staff, parents, or students
- Rewards, incentives, activities
- Character education program

Criterion 3: Adheres to local, state, and federal requirements

Evidence:
- Assurances
- AdvancED Report
- Free/reduced lunch reports
- Other reports such as audits
- Evaluation data
- Letters of compliance
- IEP information
- Running records
- Emergency drill documentation
- No evidence to the contrary
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**Standard 7: Interpersonal Skills**

An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

Criterion 1: Demonstrates respect for others.

**Evidence:**
- Climate/needs assessment survey
- Letters to parents and other stakeholders
- Oral/written reports (exit interviews, conference notes, etc.)
- Newsletters
- Observation (use of names, ability to interact, complaints/compliments)
- Open door policy
- Interviews with members of the school staff, parents, or students
- Sexual harassment committee/awareness

Criterion 2: Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.

**Evidence:**
- Climate/needs assessment survey
- Oral/written reports (exit interviews, conference notes, etc.)
- Observation (use of names, ability to interact, complaints/compliments)
- Publications
- Problem issues coming to the district level (problem solving, judgement)
- Open House
- Memos, agendas, etc. (SIC, PTO/PTA, etc.)
- Programs
- Committees

Criterion 3: Communicates effectively with stakeholders to support school and district goals.

**Evidence:**
- Visibility in school
- Climate/needs assessment survey
- Oral/written reports (exit interviews, conference notes, etc.)
- Open forums, town meetings, etc.
- Newsletter and other written communications
- School web page
- Faculty and departmental meeting agendas and notes
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- School reports
- Observations (use of names, ability to interact, complaints/compliments)
- Email archives
- Review of goals based on data (one-on-one with teacher about problems)
- School marquee, message boards, etc.
- Interviews with members of the school community
- Parent meetings
- Crisis plans and teams

Criterion 4: Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.

Evidence:
- Oral/written reports (exit interviews, conference notes, etc.)
- Social committees
- Observations (use of names, ability to interact, complaints/compliments)
- Discipline codes and procedures
- Problem issues coming to the district level (problem solving, judgement)
- Agendas
- Notes from conferences
- School leadership teams
- Parent conference logs
- Crisis management plans

Criterion 5: Uses appropriate oral and written communication skills.

Evidence:
- Oral/written reports
- Newsletters and other written communications
- Observations
- Speaking engagements, presentations

Criterion 6: Collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.

Evidence:
- Notes from data conferences with teachers
- Faculty and grade level meeting agendas and notes
- Student data

Standard 8: Staff Development
An effective educational leader fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional activities that promote the achievement of school and district goals.

Criterion 1: Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and growth of students and staff.

Evidence:
- Faculty agendas and minutes
- Needs assessments
- Staff development committee
- Tie between staff development and needs assessment or evaluation results
- Calendar showing meetings with staff at district level to plan staff development
- Goal setting with teachers
- Written staff development plan tied to national and state professional development standards
- Analysis of test data
- Observation of staff meetings
- Grade level meetings
- Interviews with school staff
- Surveys
- Evaluation or feedback following staff development activities

Criterion 2: Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.

Evidence:
- Achievement results that reflect staff development goals
- Review of goals based on evaluative data and results
- Feedback to teachers
- Monitoring of staff development plan
- Test score analysis and follow-up
- Surveys
- Charts, graphs, logs, etc. of growth patterns
- Portfolios

Criterion 3: Encourages staff to set goals for professional growth.

Evidence:
- Individual teachers’ professional growth and development plans
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- Records of conferences held regarding staff development goals
- Staff development plans
- Long range plans
- Interviews with school staff
- Improvement plans
- ADEPT notes

Criterion 4: Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.

Evidence:
- Ensures appropriate mentor assignments as needed
- Models effective teaching methods/strategies by conducting classes or staff development
- Record of classroom observations
- Interviews with teachers
- Staff development plan
- Agendas, minutes
- Peer visitation schedules, write-ups, etc.
- Staff turnover documentation
- Documentation of processes in preparation for staff succession

Criterion 5: Encourages and develops collective leadership.

Evidence:
- Leadership team meeting agendas and minutes
- Collaboration with coaches, assistants, teacher leaders, etc.
- Schoolwide plan for collective leadership

Standard 9: Principal’s Professional Development

An effective educational leader fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.

Criterion 1: Develops and implements an appropriate annual professional development plan on the basis of required areas: identified strengths and weaknesses, school and district renewal/strategic plans, and area(s) of student growth.

Evidence:
- Professional development plan with timeline
- Evidence of goal completion and how it relates to School Renewal Plan
- Documentation of professional readings
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- Specific behavior and goals cited in plan
- Familiarity with standards and criteria for principal performance

Criterion 2: Establishes and maintains a professional network with other administrators.

Evidence:
- Participation in professional associations, or district level groups beyond membership
- Meeting and sharing ideas with other principals in the district
- Mentoring other principals
- Using technology to communicate with other principals
- Sharing of successful school practices
- Teaching a course
- Presenting at conferences

Criterion 3: Complies with district and state professional development requirements.

Evidence:
- Link between assessment center and professional development plan
- Link between evaluation and professional development plan
- Link between district standards/school goals and professional development plan
- Link between student growth and professional development plan

Criterion 4: Participates in professional development opportunities to further understand and utilize best practices that promote student growth.

Evidence:
- Administers teacher evaluations and classroom observations
- Demonstrates knowledge of school program
- Presentation of staff development for teachers
- Attends professional development opportunities with teachers
- Professional readings