

T-PESS Summative Evaluation

User Information

Name: Julia Ramirez (RAMIRJUL000)

Building: BALL HIGH SCHOOL

Grade: None

Assigned Administrator: PILLAR, JOSEPH

Submitted By: PILLAR, JOSEPH

Acknowledged By: Ramirez, Julia

Finalized By: PILLAR, JOSEPH

Title:

Department: None

Evaluation Type: Asst. Principal

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Standard 1 - Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

T-PESS 1A					
Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards.	Monitors the fidelity of curriculum implementation.	Plans with clearly defined detail for implementation of the district's approved curriculum.	Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards.	
	Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes.	Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources.	Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum.	Understands and is knowledgeable about assessment (formative &summative) practices and issues and their effect on student learning.	
		Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas.	Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement.		

T-PESS 1B					
Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community.	Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies.	Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom.	Understands and articulates the adopted model of instructional planning and delivery.	
	Leverages professional development and research -based strategies to increase the collective efficacy of teachers and staff.	Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement.	Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom.	Demonstrates knowledge about research on effective instructional practices and their impact on student achievement.	
		Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources.	Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.		
			Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources.		

T-PESS 1C					
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Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students.	Requires and monitors fidelity and consistency in the implementation of research- based practices and monitors their impact on student learning and achievement.	▫ Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement.	Understands and articulates the impact of school-level practices on student learning and achievement.	
		Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students.	Utilizes a variety of district - approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students.	Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students.	

T-PESS 1D					
Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	Develops relationships with parents/guardians and the community to improve good will and trust in the school’s ability to close achievement gaps.	Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps.	Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gap.	Understands and articulates a clear meaning of equity within the school community.	
	akes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement.	Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement.	Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub -groups of students.	Models and promotes high expectations for all students, student sub-groups, and staff.	
		Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups.	Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students.	Understands and articulates the learning and social-emotional needs of student groups within the school community.	

Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

T-PESS 2A					
Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.	Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development.	▫ Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school’s vision and mission.	Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals.	Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members.	
		Establishes a culture of high performance that supports teacher retention.	Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students’ needs.	Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources.	
			Implements and manages district personnel policies in a fair and equitable manner.	Identifies organizational resources and understands the necessity of managing human capital.	
			Utilizes organizational resources to effectively manage human capital.		

T-PESS 2B

Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students	Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	
	Maintains and models a schoolwide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	Supports and encourages systematic feedback among teachers and staff	Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities	Involves campus committees and/or leadership teams in identifying needs for campus professional development	
		Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school			

T-PESS 2C

Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.	Supports teachers and staff to accept leadership responsibilities outside of the school building.	Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development.	Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members.	Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school.	
			Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles.		

T-PESS 2D

Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.	Maintains a culture where teacher performance evaluations align with student academic growth and development.	Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve school wide instructional practice.	Creates or adopts protocols to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve.	Understands and communicates clear expectations of performance and professional behavior for all staff.	
			Implements evaluation of teachers and staff according to district policy and state statute ensuring fairness and consistency.	□ Understands district policy and state statute governing teacher and staff evaluation.	
			Accurately analyzes multiple sources of teacher performance data and makes fair and accurate decisions concerning teacher contract and performance improvement.		

Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.
T-PESS 3A

Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community	Maintains a culture in which teachers and staff encourage and support each other during challenging times.	Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives.	Empowers the school staff to take ownership of the continuous improvement process.	Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement.	

through continuous improvement.					
	Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes.	Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals.	Inspires teachers by including them in the development of a strategic goal setting process.	Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting.	
	Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions.	Creates and uses a transition team during times of change to assist individuals with new ways of doing things.	Encourages teachers and staff to accomplish school goals.	Understands and articulates how change initiatives can be perceived differently by different stakeholders.	
			Adapts his/her leadership style to the needs of individual teachers and staff struggling with change.		

T-PESS 3B

Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.	Develops and refines structures to gather feedback and data from educational stakeholders.	Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction.	Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices.	Understands the importance of performance feedback from supervisors in the context of personal and school improvement.	
	Serves as a role model for continuous improvement in professional practice among colleagues.	Actively seeks out individual growth and professional development opportunities.			

T-PESS 3C


Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
3C: The principal communicates with all audiences and develops productive relationships.	Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district.	Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication.	Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community.	Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities.	
		Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement.	Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community.	Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups.	
			Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school.	Keeps accessible to all stakeholder groups.	


T-PESS 3D


Indicator	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.	Actively leads in the development of district goals and initiatives for improving achievement of all students	Models ethical behavior by educating the larger community	Develops and implements staff trainings on policies and procedures related to ethical behavior	Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities.	
			Ensures compliance of federal, state, and local	Understands and can articulate federal, state,	

			mandates and policies by all faculty and staff	and district mandates and policy regarding the educational services entitled to all students	
		Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
		Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum	Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs	Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students	

Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

T-PESS 4A 					
Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff	Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement	Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement	Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement	Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school	
	Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners	Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/outcomes for every student and staff member	Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement		
	Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business	Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP)	Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions	Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school	

T-PESS 4B 					
Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
4B: The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.	Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community	Collaborates with campus leadership to systematically monitor the effectiveness of systems intended to support high levels of student and staff performance	Communicates the expectations for high levels of performance for students and staff	Understands and can explain the importance of establishing high performance expectations for students and staff	
		Collaborates with campus leadership to improve systems to support high levels of student and staff performance	Implements systems to improve the efficacy of students and staff to improve performance		
		Collaborates with campus leadership to improve the operating procedures and rules to maximize opportunities for all students to learn and teachers to teach	Implements and fairly reinforces the operating procedures and rules to guide student and staff behavior	Understands and can explain the importance of a standard set of operating procedures and rules for students and staff to follow	
			Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules		

T-PESS 4C 					
Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
4C: The principal purposefully engages	Develops and utilizes relationships with	Implements processes that empower	Creates systems and processes that engage	Understands and can explain that	

families and community members in meaningful student learning experiences.	parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	parents/guardians and all community stakeholders in a shared responsibility for student and school success	parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	
	Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels	Identifies the culturally responsive needs and positive, traditions of the school and community	Understands and can explain the importance of cultural perspective in the school and community	

T-PESS 4D					
Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/Needs Improvement
4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.	Encourages and actively involves community members to participate in and advocate for a safe and orderly school environment	Systematically shares and accurately reports school safety data to teachers and community members	Systematically reviews and analyzes school safety data	Understands and implements district policies and procedures regarding school safety	
		Collaborates with building leadership to actively involve teachers and staff to lead and manage components of the school safety plan	Implements school safety initiatives based on data to ensure an environment to maximize teaching and learning		
		Collaborates with campus leadership to develop systems to ensure students, staff, and community voice is heard	Implements procedures and practices to maintain an orderly and supportive campus	Understands the importance of establishing systems and routines that ensure an orderly and supportive campus environment	
		Utilizes feedback from students, staff, and community to improve the social and emotional safety of students and staff	Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules		

T-PESS 4E					
Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/Needs Improvement
4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students	Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus	Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students	Understands and implements district policies and procedures regarding student discipline	
		Collect and analyze data concerning student behavior and academic performance to accurately address campuswide behavioral and academic issues	Routinely works with support specialist (counselors, special education, school psychologist, etc.) to analyze student behavior and academic performance data	Understands how behavioral issues with students effect academic performance	
		Collaborates with campus leadership and intervention specialist to develop and implement school wide intervention programs that proactively address the behavioral and academic needs of groups of students	Collaborates with support specialist to develop individualized performance improvement plans for students struggling behaviorally and academically		

Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

T-PESS 5A					
Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/Needs Improvement
5A: Strategic Planning - The principal outlines and tracks clear goals,	Leverages high-level, concrete goals in order to sustain a high performing	Systematically monitors, evaluates, and refines goals, targets, and	Implements change initiatives that are aligned with the school's goals,	Uses a variety of classroom and school data to challenge the status quo	

targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.	school culture that creates demand for innovation and improvement	strategies through data analysis	targets, and improvement strategies	and identify necessary change initiatives	
		Systematically and clearly communicates the progress toward achieving goals to all members of the school community	Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school	Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement	

T-PESS 5B

Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.	Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	Systematically monitors the effect of the master schedule on teacher planning and student achievement	Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	Designs school schedules and calendars that address the learning needs of diverse student populations	
	Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time	Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs	Ensures adherence to all legal and policy requirements for teacher planning and professional development	

T-PESS 5C

Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.	Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	Implements processes and procedures that ensure the long-term viability of effective programs and practices	Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	
		Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students	Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students	Knows about the school budget and accounting procedures	

T-PESS 5D

Criteria	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/ Needs Improvement
5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.	Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement	Implements district initiatives directed at improving student achievement	Understands and can explain district goals and initiatives directed at improving student achievement	
			Collaborates with administrative colleagues to share best practices related to district goals and initiatives	Openly and effectively communicates between and within school and district administration	
			Seeks internal and external opportunities to secure resources in support of the school's academic program	Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community	