

Principal Evaluation Tool using the NSBECS

Description of the Process:

After careful evaluation and discussion with a team of serving principals, presidents, associate superintendents, a representative of Catholic Leadership 360, and the superintendent of Catholic schools in the Archdiocese of Milwaukee, this tool has been created for general use, adaptation to local environments, and the development of Catholic school principals and school administrators by the Institute for Catholic Leadership at Marquette University in Milwaukee, Wisconsin.

This tool is divided into several parts.

First, the *Individual Traits of the Principal's Leadership Style*.

This section seeks to isolate the principal's work with the school community across a broad range of areas. It is not the result of particular content or process mastery, but is essential to the principal's role as the builder of the local school community. The key to the effective use of this section is the reliance on evident/artifacts to support the ratings levels.

The **second** part of the tool is the *Principal's Data Dashboard*.

This allows the principal to gather and record data on the school's functioning under the principal's leadership. The areas are closely aligned with the National Standards and Benchmarks for Effective Catholic Schools (NSBECS) and utilize both "hard" data collection as well as "soft" data collection in order to portray a composite of the school's performance under the principal's leadership. The principal and the reviewer are to select those areas most needed by the school community given its current strategic goals and institutional challenges.

The **third** section of the tools is the *Principal's Professional Development Profile*.

This section tracks closely with the NSBECS, and should be aligned with the school's structure, strategic goals, and the principal's strengths and areas of needed growth. This section can be utilized in a modest fashion focusing on only a single area of growth, or expanded as the school community requires. The tool allows users to understand deeply the areas of evaluation and rate the performance of the individuals serving as principals, or heads of school, by examining the individual's performance as a school leader against the school's prior performance/status in key areas as articulated by the National Standards and Benchmarks for Effective Catholic Schools. These growth areas are: *Mission Stewardship, Academic Leadership, Community Stewardship, and Operational Leadership*.

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By combining the three sections of this tool an evaluation of a principal's leadership traits can be combined with performance in the context of the school's overall progress.

The thrust of this process is to measure performance based upon data, to acquire input from multiple stakeholders, and to indicate areas for growth and development. The general understanding of this performance review process is not purely a look back at prior performance, but a critical consideration of the person's interaction with the community alongside the data and community's input allowing for a fruitful future for the principal and the school community.

Because observing principals or heads of school in the performance of their work is only possible on a limited basis within our current governance systems, this tool includes performance surveys that are to be circulated to individuals or groups who can reasonably evaluate the areas under review. The circulation of these surveys should be agreed upon by the person under review and the reviewer.

Those conducting evaluations may use all or parts of this tool as needed. It is recommended that the following process be engaged:

1. align the principal's job description with the NSBECS
2. introduce the principal and the reviewer to the process as a whole
3. select the data points to be gathered for the data dashboard; select the areas/goals for professional growth (PD)
4. select the names/roles of individuals who will be asked to complete assessments of the principal's work in key areas
5. establish a timeline for the process and a method for collecting the data and the assessments
6. 2-3 conversations should take place between the reviewer and the principal during the year to discuss progress, make adjustments, and understand the progression of the academic year.
7. the principal compiles the data dashboard and comments on the PD areas/goals
8. the reviewer collates and reviews the evidence for section 1; section 2; and section 3
9. the reviewer completes the rubrics and the narrative section of the evaluation
10. the reviewer meets and discusses the results of the process with the principal

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This tool helps to develop a holistic understanding of the individual's performance in relationship to the school's priorities and needs. The full range of areas within which the principal operates are described below.

Domains for Evaluation:

- I. *Mission Stewardship:*
 - a. Catholic Identity
 - b. Catholic school culture
 - c. Coherence of mission implementation
- II. *Academic Leadership:*
 - a. Curriculum
 - b. Instruction
 - c. Assessment
 - d. Programming
 - e. Supervision
 - f. Collaboration
- III. *Community Stewardship:*
 - a. Governance
 - b. Students
- c. Families
- d. Stakeholders
- e. Faculty
- f. Partners
- IV. *Operational Leadership:*
 - a. Organizational performance
 - b. Human Resources
 - c. Finance
 - d. Facilities
 - e. Institutional Advancement,
 - i. Enrollment Management
 - ii. Development
 - iii. Strategic Planning
 - f. Governmental relations
 - g. Institutional Partner relationships

Evaluation Levels of principal's behaviors leading to desired effective outcomes:

- Not Evident
- Somewhat Evident
- Evident
- Innovative

Artifacts/evidence should be available to demonstrate the level selected.

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Section I: Individual Traits of the Principal's Leadership Style

Not Evident

*Somewhat
Evident*

Evident

Innovative

Shares a personal Catholic faith	Personal interactions with the faith are not shared	Personal interactions with the faith are hinted at	Personal interactions with the faith are woven into speech and action	Personal interactions with the faith are woven into speech and action sharing readily to engage others in their own faith lives
Exhibits a Christian moral outlook	Decisions do not reflect the Christian moral tradition	Decisions reflect the basics of the Christian moral tradition	Decisions reflect an active encounter with the Christian moral tradition	Decisions reflect an active encounter with the Christian moral tradition and drive others to reflect as well in this manner
Approaches work from a ministerial perspective	Work is performed perfunctorily	In some instances work is performed in a spirit of Christian service	Tasks and encounters are performed in a spirit of Christian service	Tasks and encounters are performed in a spirit of Christian service and as a genuine expression inviting others to engage
Communicates a coherent vision for Catholic education	The educational vision has little to do with the Catholic approach to education.	Some elements of the educational vision reflect the Catholic approach to education.	The full dimensions of the Catholic educational vision are articulated by the principal's vision.	The full dimensions of the Catholic educational vision are articulated by the principal's vision inviting others to analyze and encounter their work through this lens.
Creates an entrepreneurial spirit	The fulfillment of tasks is the prevailing spirit in the school	There are moments when others are encouraged to display appropriate initiative in their work	Mission driven initiatives are encouraged and observed in others' work	The entire faculty and staff are attuned to the mission's call to engage others' needs in novel and satisfying ways.
Demonstrates a commitment to the institution	Views the role of principal as a job with bounded hours and tasks.	Special moments demonstrate a true commitment to the school	A depth of thought, time, and generosity demonstrate a deep commitment to the school	A depth of thought, time, and generosity demonstrate a deep commitment to the school serving as a positive force for others to do the same.

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Inspires faculty and students	Relationships with faculty and students are perfunctory	Relationships with faculty and students demonstrate moments of inspirational leadership	Relationships with faculty and students demonstrate inspirational leadership when needed	Relationships with faculty and students demonstrate inspirational leadership and call forth others to become inspirational exemplars.
Engages in servant leadership	Leadership does not display traits of servant leadership	Leadership displays components of servant leadership as the needs of others are a component of decision-making and interactions	Leadership places the development and growth of others at the forefront of decision-making and interactions	Leadership establishes a communal consideration model that truly engages the growth of others in the service of the whole community
Possesses a social justice orientation	Principal's leadership does not display an orientation towards social justice.	Principal's leadership displays an orientation towards social justice in isolated areas.	Principal's leadership displays a full range of orientations towards social justice to those in need.	Principal's leadership displays a full range of orientations towards social justice to the entire community in the light of the Gospel.
Is patient and flexible	Principal displays a fixed approach to decisions and change.	Principal displays some areas of flexibility with decisions and change.	Principal is adaptive and flexible in approaching decisions and change.	Principal displays great flexibility in approaching decisions and change while maintaining a clear vision for the school.
Learns from people, sources, experiences	Principal does not display active learning.	Principal learns from experiences on the job	Principal balances learning from multiple sources.	Principal integrates learning from multiple sources and directs school growth from this learning
Empowers others	Principal serves as the source of school authority	Discreet areas of authority are delegated to others by the principal	A fully functioning distributed system of authority functions under the principal's direction	Distributed leadership exists throughout the school as the principal works to develop the capacities of the entire leadership team

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Cultivates productive relationships	Relationships are not cultivated on a regular basis.	Useful relationships are sought out and developed.	Relationship building is a regular part of the principal's activities	Strategic and natural relationship are build as a component of the principal's public presence.
Collaborates with constituents and stakeholders on behalf of the school	No official collaboration is evident.	Some collaboration exists with stakeholders.	Collaboration with key stakeholders is ongoing	Strategic collaborations are an operational part of the principal's way of proceeding

Narrative Commentary on the Principal's Leadership Style:

Data/Evidence/Artifacts used to determine ranking:

Section II: *Principal's Data Dashboard*

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<p style="text-align: center;"><i>DASHBOARD: Description of Principal Leadership Indicators</i></p> <p style="text-align: center;"><i>Source of Indicators: National Standards and Benchmarks for Catholic Elementary and Secondary Schools</i></p>	<p style="text-align: center;">Data/Evidence to be considered</p>
<p>Mission Stewardship: School mission statement is prominent & the implications of mission are clearly observable in school culture. School mission alignment to parish, and (Arch)diocese is evident.</p> <p><u>Catholic Identity</u> The principal ensures that the school mission, communications, rules for operation, and dispositions of the faculty and staff generate a distinct and authentic Catholic identity in dialogue with the local bishop, Catholic schools office, and/or sponsoring religious congregation.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p>School leadership promotes and effectively integrates mission, visible in hiring practices, goal setting, operations, policies and communications. Mission and values influence leader-stakeholder interactions and the budget. School leader engages Parish and other Catholic institutions as partners in mission.</p> <p><u>Catholic School Culture</u> The principal initiates and fosters a visible, experienced, and communicated school culture reflecting the Catholic vision of the world. Student life is orchestrated around constructive, loving relationships aimed at building the school community as an example of Christian service and Gospel witness.</p> <p><u>Coherence of Mission Implementation</u> The principal establishes policies and procedures that ensure the school’s mission permeates the workings of the school, and is understood and acted upon by all stakeholders.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p>Academic Leadership:</p>	

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<p><u>Curriculum:</u> The principal institutes, coordinates, and supports a school curriculum the adheres to Archdiocesan/State/Program Norms and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Instruction</u> The principal sets the vision, tone and requirements for instruction that support 21st century learning infused with Gospel values, provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Technology is infused throughout the instructional profile in a manner consistent with the school’s mission.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Assessment</u> The principal requires, encourages, and provides training to the faculty to use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment. The results of this assessment protocol is clearly communicated to families and used by faculty for targeted planning to enhance instruction.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Programming</u> The principal selects appropriate external programming for the faculty, students, and families to achieve the instructional and religious goals of the school.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Supervision</u></p>	

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<p>The principal supervises faculty and staff in the execution of their prescribed roles within the school community. Additional training, constructive criticism, and thoughtful collaboration characterize these activities in service of the school’s mission, vision and philosophy.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p>Community Stewardship: <u>Governance</u></p> <p>The principal communicates and works in collaboration with the governing body to systematize the school’s policies and procedures so as to reflect the school’s mission, vision, and philosophy through changes in leadership, faculty, and family stewards. In addition, the principal helps to facilitate the governing body’s selection and formation with appropriate Archdiocesan or religious congregation officials.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Students</u></p> <p>The principal works to help the faculty and staff serve as role models to the students as mature, spiritually active adults in the religious community of the school. This role-modeling extends to the academic life and the social dimensions of school life.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Families</u></p> <p>The principal establishes ways for families to fully engage in the life of the school: religiously, academically, socially, and through the stewardship of service.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Stakeholders</u></p>	

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<p>The principal engages the school’s stakeholders through multiple communication channels and opportunities for them to partner with the school’s mission in the community.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p>Operational Leadership: <u>Organizational performance</u></p> <p>The principal supervises the school’s overall service to all stakeholders. Mission clarity, communications, student achievement, family services, and school operations are accessible, responsive, and effective. Faculty and staff are renowned in the execution of their prescribed roles within the school community. Additional training, constructive criticism, and thoughtful collaboration characterize these activities in service of the school’s mission, vision and philosophy.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Human Resources</u></p> <p>The principal ensures that accurate HR policies are in effect, are enforced justly, and are directed at maximizing each employee’s effectiveness in service of the school’s mission.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Finance</u></p> <p>The principal interacts meaningfully with the school’s financial staff to ensure that budgets are aligned with revenues and expenses. Tuition is collected and effective arrangements are made when appropriate. Financial planning is the result of meaningful interaction with non-profit experts, and includes collaboration with the governing body, and/or parish officials or members of the sponsoring religious congregation.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	

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<p><u>Facilities</u></p> <p>The principal establishes and reviews a facilities plan ensuring regular maintenance and repair schedules in accord with the school’s mission and range of activities. A separate technology management plan is also established and updated on a regular basis.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Enrollment Management</u></p> <p>The principal interacts meaningfully with the school’s enrollment management staff in order to identify and engage prospects for admission. The principal establishes and monitors the admissions protocols in accord with the school’s mission and archdiocesan and community partners. Enrollment management staff helps to shepherd students’ and families’ experiences as they progress through the school from year to year.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Development</u></p> <p>The principal assists in the school’s outreach efforts to third part donors and community partners.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Strategic Planning</u></p> <p>The principal ensures that the school works from a current, relevant strategic plan that focuses on the school’s ability to perform well in a competitive educational environment. Whereas the governing body serves as the steward of the strategic plan, the principal sets up the operational mechanisms to ensure the plan’s successful implementation.</p> <p>Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal’s leadership on this indicator?</p>	
<p><u>Community & Governmental Relations</u></p> <p>The principal ensures that the school is well positioned for success in the community. Governmental guidelines are enforced, and public assistance is maximized under the law. Students are availed of every opportunity to which they are entitled as citizens.</p>	

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Focus Question: What artifacts, actions, or evidence demonstrates the effectiveness of the principal's leadership on this indicator?	
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Identification of data/information/ evidence sources for evaluation:

- Achievement data from external sources (state testing, IOWA; SAT; ACT; Aspire; NAEP, ACRE, IFG, etc)
- Achievement data from internal sources (report cards, MAPS, STAR, etc)
- Survey data from internal & external sources
 - Faculty
 - Staff
 - Families
 - Board
 - Archdiocesan Schools office
 - Stakeholders
 - Partners
- Direct observations by _____
- Principal's self-evaluation and goal setting process
- Principal's PD opportunities and outcomes

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Section III: Principal's Professional Development Profile

Rubrics of Domains & Areas of Consideration

These rubrics are to be used to measure and evaluate the principal's performance in the context of the school's current status. They are aligned with the areas listed in the *Data Dashboard* (Section II), and can serve as surveys to the several constituents /stakeholders consulted to contribute to the Principal's total evaluation.

Mission Stewardship:

Catholic Identity

The principal ensures that the school mission, communications, rules for operation, and dispositions of the faculty and staff generate a distinct and authentic Catholic identity in dialogue with the local bishop, Catholic schools office, and/or sponsoring religious congregation.

Not Evident

Somewhat Evident

Evident

Innovative

<p>The principal has not established a mission - based Catholic identity in the school.</p> <p>Relationships with the Catholic schools office are marginal.</p> <p>Faculty and staff do not know their roles in living the Catholic identity of the school.</p>	<p>The principal has begun to establish a mission -based Catholic identity in the school.</p> <p>Relationships with the Catholic schools office cover the basic business of the school.</p> <p>Faculty and staff are beginning to understand their roles in living the Catholic identity of the school.</p>	<p>The principal has establish a mission - based Catholic identity in the school.</p> <p>Relationships with the Catholic schools office are productive in all areas.</p> <p>Faculty and staff are take on active roles in living the Catholic identity of the school.</p>	<p>The principal has establish a mission -based Catholic identity in the school that reaches out to specific needs within the school community</p> <p>The Catholic schools office is a partner in the school's active relationship with the local church.</p> <p>Faculty and staff are evangelically aware of their individual roles in witnessing the Gospel for the community.</p>
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Catholic School Culture

The principal initiates and fosters a visible, experienced, and clearly communicated school culture reflecting the Catholic vision of the world. Student life is orchestrated around constructive, loving relationships aimed at building the school community as an example of Christian service and Gospel witness.

Not Evident	Somewhat Evident	Evident	Innovative
<p>The principal has no defined role in creating a Catholic culture in the school</p> <p>Student life does not reflect a Gospel-centered Catholic vision in the school community</p>	<p>The principal has begun to interact in a positive way to affect the Catholic culture of the school.</p> <p>Student life contains elements that reflect a Gospel-centered vision in the school community.</p>	<p>The principal has established a culture reflecting general excellence centered on the Catholic values that animate the school.</p> <p>Student life and behavior reflect care for the common good, and reverence for the Catholic tradition.</p>	<p>The principal is a key figure in imagining the most relevant portions of the Catholic heritage and vision relevant to the needs within the school community</p> <p>Student life is a complex of relationships with faculty and peers around centered around a living presence of Christ.</p>

Coherence of Mission Implementation

The principal establishes policies and procedures that ensure the school's mission permeates the workings of the school, and is understood and acted upon by all stakeholders.

Not Evident	Somewhat Evident	Evident	Innovative
<p>The principal has not established policies & procedures based upon the school's mission.</p>	<p>The principal has begun to engage stakeholders in developing policies & procedures based upon the school's mission.</p>	<p>The principal has put policies & procedures flowing from the school's mission in place through a consultative process.</p>	<p>The principal has established a culture that compiles data regarding the effectiveness of the policies and procedures in animating the school's mission.</p>

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Stakeholders do not understand their role in the school's mission.	Stakeholders are beginning to understand the roles and the dimensions of the school's mission.	Stakeholders possess a clear understanding of their respective roles within the mission environment of the school.	Stakeholders collaborate regularly to form a cohesive community centered on the school's mission effectiveness.
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Academic Leadership:

Curriculum:

The principal institutes, coordinates, and supports a school curriculum the adheres to Archdiocesan/State/Program norms and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

Not Evident

Somewhat Evident

Evident

Innovative

<p>The principal is not involved in the curriculum development process at the school.</p> <p>The curriculum is not aligned with standards.</p> <p>Student progression through the curriculum is unmapped.</p> <p>Catholic values are not present in the curriculum.</p>	<p>The principal is taking on a role in the curriculum development process at the school.</p> <p>The curriculum is partially aligned with standards.</p> <p>Student progression through the curriculum displays a reasonable course of progression.</p> <p>Catholic values are present in some aspects of the curriculum.</p>	<p>The principal is the organizer of curricular development.</p> <p>The curriculum is aligned from year to year.</p> <p>Students progress logically through the curriculum.</p> <p>Catholic values have a place in each curriculum.</p>	<p>The principal communicates and organizes a comprehensive process of curricular development.</p> <p>The curriculum is clearly aligned with all relevant standards.</p> <p>Students are challenged to develop to their fullest potential as they progress through the curriculum.</p> <p>Catholic values have a dynamic relevance within the curriculum.</p>
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Instruction

The principal sets the vision, tone and requirements for instruction that support 21st century learning infused with Gospel values, provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Technology is infused throughout the instructional profile in a manner consistent with the school's mission.

Not Evident	Somewhat Evident	Evident	Innovative
<p>Principal does not communicate a vision for instruction for students.</p> <p>Instructional program does not address 21st century learning or Gospel values.</p> <p>Students are viewed from a single dimension. There is no discernable plan to integrate technology into student development and learning.</p>	<p>Principal is developing a vision for student instruction.</p> <p>Instructional program contains traces of 21st century skills and Gospel values.</p> <p>Instructional program is developing multiple avenues for student development.</p> <p>Technology is used throughout the school in a planned manner.</p>	<p>Principal communicates a strong vision for student learning and achievement for all.</p> <p>Instructional programs are interspersed with 21st century skills and imbued with Gospel values where appropriate.</p> <p>Instructional program contains multiple ways for students to demonstrate learning.</p> <p>Technology is a key part of the learning process.</p>	<p>Principal communicates and demonstrates the traits associated with productive student learning for all.</p> <p>Instructional programs challenge students to address learning as a combination of skills, interests and responses to the needs of the world from a Gospel perspective.</p> <p>Instructional programs align with student skill development and challenge students to branch out into new areas.</p> <p>Technology is a seamless part of the learning environment.</p>

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Assessment

The principal requires, encourages, and provides training to the faculty to use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment. The results of this assessment protocol is clearly communicated to families and used by faculty for targeted planning to enhance instruction.

Not Evident

Somewhat Evident

Evident

Innovative

<p>The principal has not established an assessment plan for the school.</p> <p>No training on assessment is provided for faculty.</p> <p>Families are unaware of an assessment protocol.</p>	<p>Curriculum-based assessment are present in some classes and grade levels.</p> <p>Faculty training on assessment is teacher driven and sporadic.</p> <p>Families are aware of assessment protocols based on teacher initiative not administrative policy</p>	<p>Curriculum -based assessments are aligned with standards and learning outcomes.</p> <p>Faculty professional development extends the talents of the faculty in assessing student work.</p> <p>Families are aware of the assessment philosophy and their roles in student growth</p>	<p>Curriculum-based assessments are key features of the school's academic vision and are varied and rich opportunities for students to learn.</p> <p>Faculty have individualized plans for their own growth in assessment construction and use</p> <p>Families participate in the assessment of students by receiving training through the school on how to dialogue with faculty and assist students via authentic learning experiences</p>
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Programming

The principal selects appropriate external programming for the faculty, students, and families to achieve the instructional and religious goals of the school.

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Not Evident	Somewhat Evident	Evident	Innovative
<p>No external programming is present for faculty, students or families.</p>	<p>Faculty participate in professional development provided by external providers.</p> <p>Student programming is largely school-based.</p> <p>Family programming is in the form of meetings communicating directions and requirements.</p>	<p>Faculty are provided with a relevant array of external programming to develop their talents</p> <p>Students programming is augmented by external sources and experts.</p> <p>Family programming is offered by external sources on selected topics.</p>	<p>Faculty actively plan and engage with an array of external professional learning opportunities that are made available.</p> <p>Student external programming intentionally extends the curriculum.</p> <p>Families assist in the planning and execution of external programming appropriate to the school's mission and needs.</p>

Supervision

The principal supervises faculty and staff in the execution of their prescribed roles within the school community. Additional training, constructive criticism, and thoughtful collaboration characterize these activities in service of the school's mission, vision and philosophy.

Not Evident	Somewhat Evident	Evident	Innovative
<p>The principal has not established an observation and evaluation procedure for faculty and/or staff.</p> <p>No collaboration between faculty and staff is evident.</p> <p>Opportunities for professional development</p>	<p>The principal engages in informal observation and evaluation of faculty and staff.</p> <p>Conversations regarding performance are held on an informal basis.</p>	<p>The principal has established a formal process of faculty and staff evaluation governed by a published system.</p> <p>Faculty and staff engage in conversations revolving around their work within the established system.</p>	<p>The formal process for faculty and staff supervision aligns a published system with school strategic improvement goals and is individualized for each faculty and staff member</p> <p>Collaborative conversations are an integral part of the system.</p>

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of faculty and staff do not exist.	Professional development opportunities are provided only by the Archdiocese	Faculty and staff have input in determining their professional development opportunities.	Professional development balances faculty and staff input with data measuring progress towards school improvement goals.
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Collaboration

The principal establishes a culture of collaboration among teachers within grade levels and across grade/department levels. Families collaborate within established structures that enhance the academic life of the school. The school is involved in multiple partnerships that enhance the academic development of the student body.

Not Evident	Somewhat Evident	Evident	Innovative
<p>Teachers do not formally collaborate.</p> <p>Families are aligned with activities that benefit only their children</p> <p>The school has no formal partnerships that enhance the academic life of students</p>	<p>Teachers collaborate on a superficial, minimal level</p> <p>Families collaborate on issues that specially affect their children's life at school</p> <p>The school displays some external partnerships that enhance students academic lives.</p>	<p>Teachers are part of formal PLCs that plan and evaluate student learning.</p> <p>Families collaborate in formal ways that affect all students' experiences.</p> <p>The school supports a full range of external partners that enhance the student academic experience.</p>	<p>Teachers collaborate in formal PLCs and with activities and parents that enhance the life of the school</p> <p>Families have formal structures that develop the student and family experience as a constitutive part of the school community.</p> <p>External partners are woven into the school curriculum to demonstrate the applications of learning beyond the walls of the school.</p>

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Community Stewardship:

Governance

The principal communicates and works in collaboration with the governing body to systematize the school's policies and procedures to reflect the school's mission, vision, and philosophy through changes in leadership, faculty, and family stewards. In addition, the principal helps to facilitate the governing body's selection and formation with appropriate Archdiocesan or religious congregation officials.

Not Evident

Somewhat Evident

Evident

Innovative

<p>The principal does not work with the governing body to accomplish systematize the school's functioning.</p> <p>Governing body selection, formation and orientation has no formal structure.</p>	<p>Some of the policies and procedures have been systematized by the principal and the governing body</p> <p>Selection of the governing body members is informal. Orientation and formation occurs on an as needed basis, usually motivated by accreditation.</p>	<p>Policies and procedures have been systematized by the principal and the governing body.</p> <p>The selection process for governing body members is explicit and functions well. Orientation and formation is a regular feature of the governing body's work.</p>	<p>Policies and procedures have been systematized by the principal and the governing body and a process of regular review of policies has been instituted and is normed with (arch)diocesan policies and/or the needs of the school as the school environment changes.</p> <p>The governing body has a governance committee that works to nominate, and orient new members, and works to keep the body trained and formed as Catholic school governors.</p>
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Students

The principal works to help the faculty and staff serve as role models to the students as mature, spiritually active adults in the religious community of the school. This role-modeling extends to the academic life and the social dimensions of school life.

Not Evident

Somewhat Evident

Evident

Innovative

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There is no explicit development of the faculty and staff as role models for students.	On an "as needed basis the principal assists the faculty and staff to grow into student role models.	There is an official role modeling dimension of faculty and staff development.	An official role modeling dimension of the faculty an staff development program works with families to determine areas where the faculty and staff can work to augment families' role in student development
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Families

The principal establishes ways for families to fully engage in the life of the school: religiously, academically, socially, and through the stewardship of service.

Not Evident

Somewhat Evident

Evident

Innovative

There is no official way for families to engage in the life of the school.	Families are free to engage in the life of the school as they wish.	There are official organizations for families to engage in the life of the school. Academic life, social life, religious life, and service are all represented.	There is a system through which community needs are assessed and engagement structures are developed that allow families to fully engage with the school in multiple ways. Families help in managing and organizing these efforts.
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Faculty

The principal has established a faculty culture that values the contributions of each member of the faculty and holds each member to the same high standards while respecting individual differences. The faculty displays a sense of ownership and leadership within the school community.

Not Evident

Somewhat Evident

Evident

Innovative

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Faculty culture is dictated by the habits and minimalist sense of what students require.	Elements of faculty culture reflect the energy and enthusiasm of members.	The faculty apply their talents to the mission of the school in visible ways to enhance the life of students and develop their own relationships.	Faculty apply their energies and talents to the mission of the school in ways that extend the school community into the surrounding community. The faculty is known for their extraordinary sense of their effectiveness as a Catholic school community.
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Stakeholders

The principal engages the school's stakeholders through multiple communication channels and opportunities for them to partner with the school's mission in the community.

Not Evident

Somewhat Evident

Evident

Innovative

There are no ways for the school and the school's stakeholders to engage in fruitful dialogue on the school's behalf	When mutually beneficial the school engages community stakeholders into the work of the school.	The school has a well-developed communication and outreach strategy to community stakeholders that keep them informed of the school's work.	The school and community stakeholders have established a two-way communications plan that keeps both partners well informed and engaged in developing the general welfare of the larger community.
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Partners

The principal has developed/sustained partnerships with organizations and individuals beyond the school who contribute in positive ways to the life of the school community.

Not Evident

Somewhat Evident

Evident

Innovative

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The school has no sustained community partnerships	The school establishes community partnerships in times of need	The school maintains relationships with partners that enhance the life of the school academically, religiously, socially, and operationally.	The school is outward focused in establishing relationship with community partners. Two-way relationships help to develop innovative academic, religious, social, and operational goals.
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Operational Leadership:

(NOTE: The NSBECS indicate that the governing body and leadership/leadership team are involved in most aspects of a school's operational life. Many different variations of this exist in parish schools, regionalized schools, high schools, academies, school management groups, etc. For accuracy, a fifth column (N/A) has been inserted to indicate that the Principal of the school may not have any direct role in a given area.)

Organizational performance

The principal supervises the school's overall service to all stakeholders. Mission clarity, communications, student achievement, family services, and school operations are accessible, responsive, and effective. Faculty and staff are renowned in the execution of their prescribed roles within the school community. Additional training, constructive criticism, and thoughtful collaboration characterize these activities in service of the school's mission, vision and philosophy.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
Principal is assigned little or no role in this area.	The principal's supervisory role of the school's performance is not evident. Individuals and units proceed at their own discretion.	The principal's role is more evident in some areas of the school's than in others. There is a loose cohesion in areas of the school's functioning.	The principal's leadership has a presence in all of the school's operational areas. All areas of function as part of the larger whole. Communications, scheduling and finance are coordinated.	The principal has established an organizational structure that functions independent of her/his direct guidance. All areas have a strategic and mission-focused sense of how they are to operate. Planning for the future includes communication and feedback from the many sectors of the community.

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	<p>The culture of growth and development of the school as a whole is fragmented.</p> <p>The school's mission is not the driving force of daily operations.</p>	<p>Some parts of the school operate better than others.</p> <p>The school's mission is used sparingly in planning .</p>	<p>Areas of the school have a strategic sense of vision.</p> <p>The school's mission drives the organization.</p>	<p>The school is known for the many talented and generous individuals who comprise its community.</p>
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Human Resources

The principal ensures that accurate HR policies are in effect, are enforced justly, and are directed at maximizing each employee's effectiveness in service of the school's mission.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
<p>Principal is assigned little or no role in this area.</p>	<p>HR policies are poorly organized and administered, and constructed to avoid problems rather than to enhance the school's mission effectiveness.</p> <p>The school's mission is not the driving force of daily operations.</p>	<p>HR policies are communicated upon request. They are vaguely understood by the faculty and staff.</p>	<p>HR policies are well communicated and understood by the faculty and staff. The PD program for the faculty and staff is well aligned with the HR dimensions governing advancement, finance, and credit.</p>	<p>HR policies are forward thinking in envisioning the workforce of the future. Faculty and staff are well trained , in dialogue with the administration about possibilities and how they might dialogue on shared initiatives. The school's mission is an integral part of all HR dialogue and communications.</p>

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Finance

The principal interacts meaningfully with the school’s financial staff to ensure that budgets are aligned with revenues and expenses. Tuition is collected and effective arrangements are made when appropriate. Financial planning is the result of meaningful interaction with non-profit experts, and includes collaboration with the governing body, and/or parish officials or members of the sponsoring religious congregation.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
Principal is assigned little or no role in this area.	Principal does not interact on a regular basis with finance office. Financial planning is not the result of a collaborative, strategic process.	Principal assumes roles in the financial life of the school as needed. Financial planning reflects some collaborative and strategic elements.	Principal exerts influence over the financial affairs of the school which are tied to a collaborative, strategic process. School accounts are in balance. Financial planning is tied the demographic position of the school in the community.	Principal and a trained, collaborative team institute a strategic process tied to the school’s demographic position. Academic life, financial affairs, development, enrollment management, and facilities are part of the team that focuses the mission in practical, measurable ways.

Facilities

The principal establishes and reviews a facilities plan ensuring regular maintenance and repair schedules in accord with the school’s mission and range of activities. A separate technology management plan is also established and updated on a regular basis.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
Principal is assigned little or no	Principal does not interact with the	Principal and facilities team have begun to create a master plan for the school’s	Principal manages a facilities plan that includes maintenance, repair, and strategic initiatives.	Principal has created a facilities team and planning team that manages the technological, energy profile, repair and

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role in this area.	facilities team in a substantive manner Technology use is not part of an overall plan.	facilities based on the mission and demographics of the school community. Some technological planning exists.	This plan is linked to the financial plan for the school. A fully articulated technology plan is in use.	maintenance needs in accord with the financial plan of the school.
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Institutional Advancement

Enrollment Management

The principal interacts meaningfully with the school’s enrollment management staff in order to identify and engage prospects for admission. The principal establishes and monitors the admissions protocols in accord with the school’s mission and archdiocesan and community partners. Enrollment management staff helps to shepherd students’ and families’ experiences as they progress through the school from year to year.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
Principal is assigned little or no role in this area.	Principal does not interact with the enrollment management efforts of the school on a regular basis. Admissions protocols are functional. Students’ and families’ experiences are not tracked.	Principal is involved in portions of the enrollment management process. Admissions protocols are functional and reflect elements of the mission. Students’ and families’ experiences are tracked in an informal manner.	Principal is involved in the enrollment management process. Admissions protocols reflect the school’s mission in tone and function. Students’ and families’ experiences are tracked in an formal manner tied to the community life of the school.	Principal directs the enrollment management process as a key function of the school’s evangelizing mission. A team works to address all elements of the admissions protocol. Students’ and families’ experiences are engaged in an formal manner that attempts to make all families ambassadors for the school’s mission.

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Development

The principal assists in the school's outreach efforts to third part donors and community partners.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
Principal is assigned little or no role in this area.	The principal is not part of the school's development efforts.	The principal interacts positively with school donor prospects upon request or in the service of special projects.	The principal works closely with the school's development team and serves as the voice of the school's mission and vision in an approachable manner.	<p>The principal forms a team of volunteers/staff to develop a development plan in consultation with non-profit fundraising experts.</p> <p>The principal assists the team in implementing this plan.</p> <p>The principal serves as the voice of the school's mission and vision in an approachable manner.</p>

Strategic Planning

The principal ensures that the school works from a current, relevant strategic plan that focuses on the school's ability to perform well in a competitive educational environment. Whereas the governing body serves as the steward of the strategic plan, the principal sets up the operational mechanisms to ensure the plan's successful implementation.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
Principal is assigned little or no	The school does not engage in strategic planning.	The principal directs elements of the school's future planning from a	The principal and the governing body direct the implementation of a well-articulated, relevant	The principal and the governing body direct and refine the implementation of a well-articulated, relevant strategic plan that positions the school for success.

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role in this area.		strategic perspective. The governing body has some responsibility for implementation.	strategic plan that positions the school for success.	The school regularly uses multiple sources of data to determine if its strategic assumptions are relevant and that the plan is yielding the desired results.
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Community & Governmental Relations

The principal ensures that the school is well positioned for success in the community. Governmental guidelines are enforced, and public assistance is maximized under the law. Students are availed of every opportunity to which they are entitled as citizens.

N/A	Not Evident	Somewhat Evident	Evident	Innovative
Principal is assigned little or no role in this area.	The school does not have a formal engagement with the community, or with governmental entities.	The principal has instituted a program determining students' and the school's eligibility for community and government assistance in multiple areas.	<p>The principal directs a program that accesses students' and the school's eligibility for community and government assistance in multiple areas.</p> <p>The school acts as an advocate for itself, students and families under community, state, and federal programs.</p>	<p>The principal directs a team of volunteers/professionals that operate a program that accesses students' and the school's eligibility for community and government assistance in multiple areas.</p> <p>The school acts as an advocate for itself, students and families under community, state, and federal programs.</p> <p>The school works with other partner Catholic and non-Catholic institutions to mobilize advocacy for Catholic school and family assistance to access a Catholic education.</p>

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Sources of Professional Training in this Area:

Goals for Year:

Implementation Strategy:

Growth Indicators:

Issues for the new academic year in this area: