

Program for Assisting, Developing, and Evaluating Principal Performance

Professional Development Guide



South Carolina Department of Education

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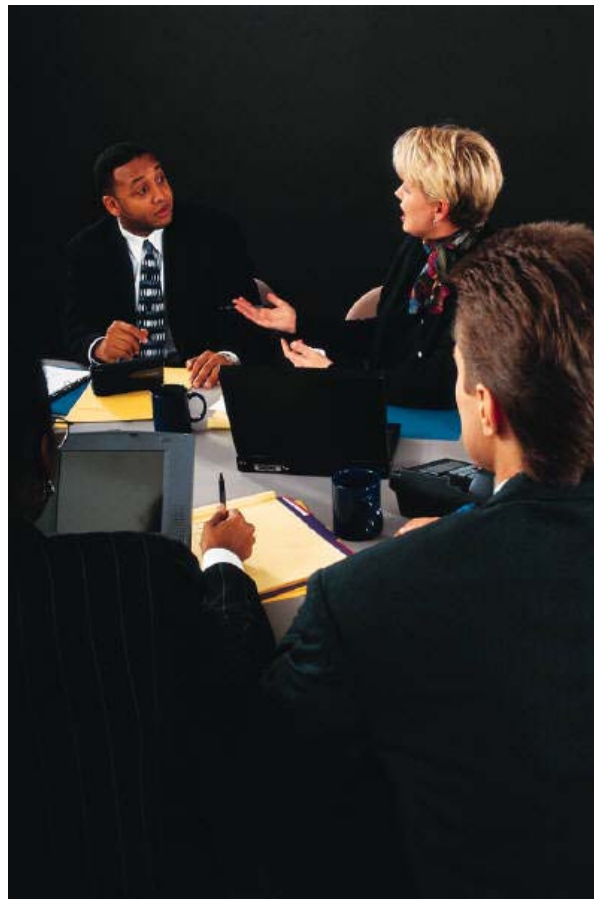
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Introduction

The Principal Evaluation Program, mandated by the Education Improvement Act (S.C. Code Ann. § 59-24-40) and amended in 1997, resulted in the development of nine performance standards for school principals and a performance evaluation instrument. The performance standards were adopted by the State Board of Education and approved by the General Assembly.

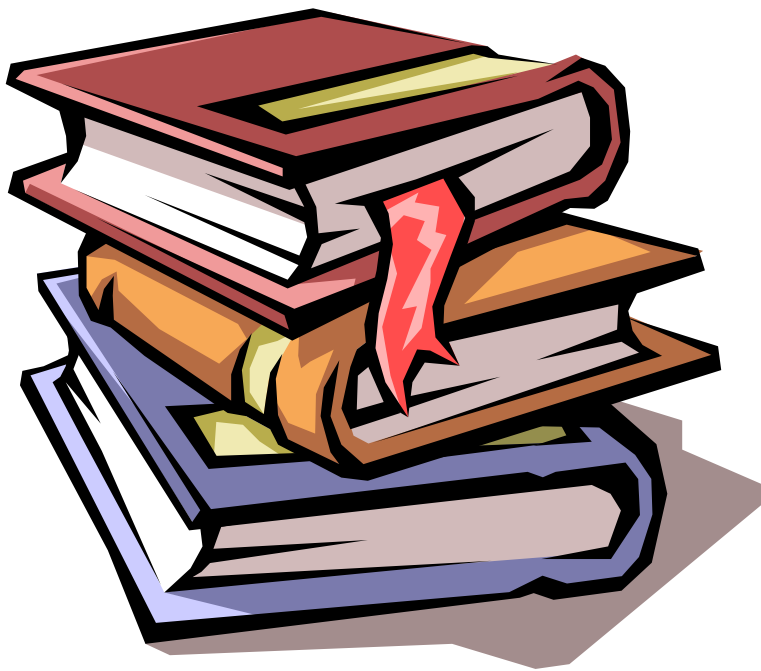
Districts are required to use the standards and criteria for principal evaluation to formally evaluate principals at least once every three years. Evaluation results must be provided in writing, and a professional development plan must be established. The professional development plan should be based on strengths and weaknesses identified in the principal's evaluation, the school renewal plan, and/or the district strategic plan. The plan should be an ongoing document designed to guide the principal's professional growth and foster his or her continuous improvement.

This guide has been developed to assist principals and superintendents as they collaboratively establish meaningful professional-growth plans. The guide includes lists of print resources, job-embedded developmental activities, relevant web sites, and training opportunities.



Print Resources

**Categorized by Performance Standards in the
Program for Assisting, Developing, and Evaluating Principal Performance**



Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

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- Wren, J. Thomas, ed. *The Leader's Companion: Insight on Leadership through the Ages*. New York: Free Press, 1997.



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A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Armstrong, Thomas. *Awakening Genius in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

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Williamson, Ronald D. *Scheduling Middle Level Schools: Tools for Improved Student Achievement*. Reston, VA: National Association of Secondary School Principals, 1998.



Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

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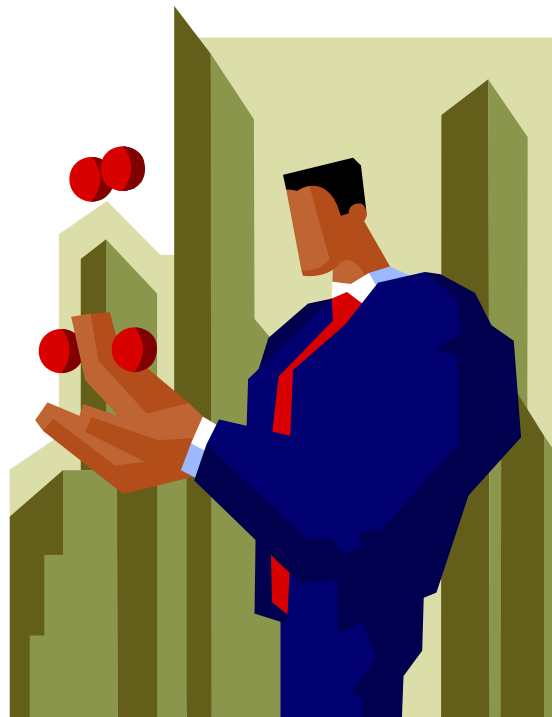
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Wendover, Robert W. *Smart Hiring: The Complete Guide to Finding and Hiring the Best Employees*. 2d ed. Naperville, IL: Sourcebooks, 1993.



Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Blanchard, Kenneth H., et al. *Whale Done! The Power of Positive Relationships*. New York: Free Press, 2002.

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Standard 5: School-Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

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Dryfoos, Joy, and Sue Maguire. *Inside Full-Service Community Schools*. Thousand Oaks, CA: Corwin Press, 2002.

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Standard 6: Ethical Behavior

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A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

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A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

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A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

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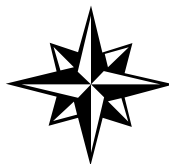
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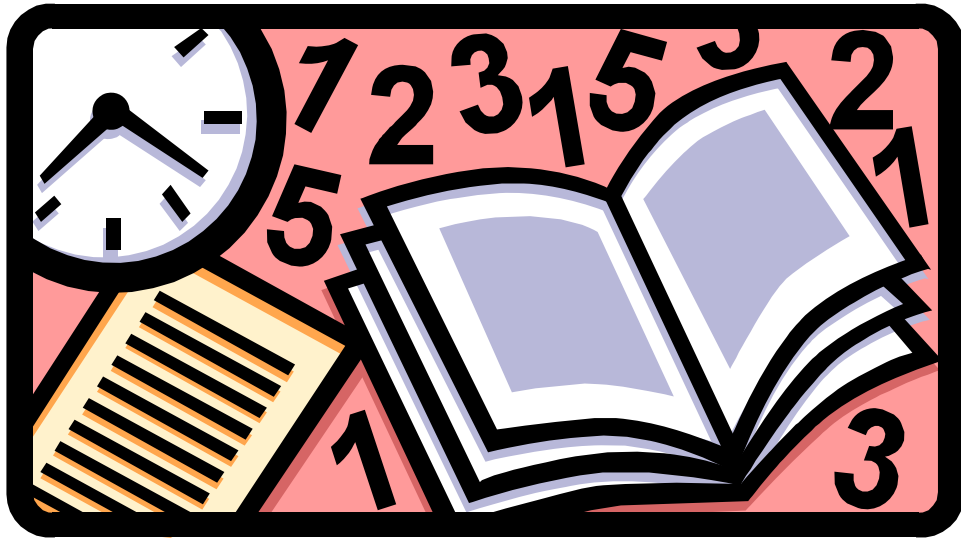
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Job-Embedded Developmental Activities

Aligned with Performance Standards in the
Program for Assisting, Developing, and Evaluating Principal Performance



Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

- Identify your stakeholders and communicate regularly with them. Conduct quarterly open forums, principal chats, and the like.
- Seek feedback from a mentor regarding your communications with stakeholders and your action plan for achieving the school's vision.
- Formulate your school's vision statement and practice verbalizing it at least once per day.
- Accept a leadership position for a committee, task, or project so that you can practice bringing structure and focus to such a group.
- Meet regularly with your staff and seek input on the implementation, evaluation, and refinement of the action plan for achieving the school's vision.
- Join and become active in community and professional organizations.
- Seek opportunities to participate in district- and state-level initiatives.
- Establish a common mindset among stakeholders. Imagine what the school would look like with the vision fully implemented. Invite stakeholders to imagine the changes. Discuss how things will look and work in the future. Display a positive "together we can do it" attitude.
- Use the district strategic plan/school renewal plan to guide your activities. Update and revise the plan as appropriate.



Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

- Post or announce a weekly “principal’s challenge” to students and teachers and recognize those who meet that challenge.
- When communicating expectations, be specific about the process or product you want.
- Focus professional reading to include at least one article or book each week regarding current research on student achievement or assessment data.
- Invite an assistant principal, a peer principal, or a mentor to observe classroom instruction with you. Share and compare your observations and plans for feedback.
- Conduct focus groups with parents to discover their concerns regarding their children’s achievement.
- Plan and teach at least one class in each grade level at your school.
- Visit other schools with teams of teachers to observe instruction. Discuss your findings and relate your observations to the curriculum standards.
- Analyze assessment data, identify performance gaps, and lead brain-storming sessions with teachers and/or parents to address gaps.
- Conduct a validity study on stakeholders’ perceptions of existing performance levels and student achievement. Compare these findings to hard data related to performance levels and student achievement. Address differences as warranted.
- Develop in-school teams to work on areas of need identified through surveys, test data analysis, and so forth.
- Practice using calendars, to-do lists, and action plans for organizing work, setting priorities, and managing complex responsibilities. Investigate the use of technology to work with calendars, to-do lists, and so forth.
- Develop and use timelines for the completion of multiple or complex tasks.
- Develop priority task lists with subordinates. Manage your tasks and those of others by setting objectives and prioritizing them in terms of time and importance. Practice delegating tasks and responsibilities.

- Evaluate your office organization, focusing on giving each individual the opportunity to contribute to the success of the organization.
- Construct a decision-making timeline for the fiscal year, specifying all major decisions that need to be made, the information needed to make those decisions, and the parties responsible for making the final decisions.



Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

- Read grants that have been funded.
- Volunteer to serve on district or state grant writing/reading teams.
- Prior to interviewing candidates for a vacancy, establish a profile for success. Consider knowledge, skills, attitudes, and experiences. Keep in mind that effective teams require various talents, personalities, and strengths.
- Volunteer to serve on district interview teams.
- Invite local law enforcement officials to school programs and functions.
- Make plans to visit at least two schools in neighboring districts. Ask for a tour. Discuss with the principal the school's environment, security procedures, and safety measures.
- Conduct periodic assessments of school facilities for cleanliness, conduciveness to learning, and so forth.
- Facilitate discussions with teachers and curriculum specialists on instructional needs at your school that could be addressed through grants.



Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.

- Conduct an in-school survey of the climate at your school to determine the atmosphere for collegiality, collaboration, satisfaction, well-being, and so forth. Analyze results with a committee. Develop a plan to improve the climate as needed.
- Maintain a daily or weekly journal. Note staff interactions, parent and student interactions, conflicts, crisis situations, and celebrations. Review and reflect on a monthly basis. Adjust your words, actions, and reactions accordingly.
- Discuss school issues such as conflicts, crisis situations, and discipline with a mentor. Compare your systems for prioritizing and gathering information with the mentor's systems and strategies.
- Evaluate your school's organizational framework, focusing on giving each individual the opportunity to contribute to the success of the organization.
- Observe another administrator as he or she addresses a critical problem or issue. Discuss the observation to analyze the nature of the issue, the action taken, and the rationale for decisions.
- Seek opportunities to visit other schools and districts.
- Provide opportunities for positive staff interactions such as retreats.



Standard 5: School-Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

- Identify “key communicators” from all groups represented among your stakeholders. Solicit their ideas and reactions to initiatives, proposals, and other school issues. Communicate facts about school happenings and general information to them on a regular basis.
- Join and participate in local civic organizations such as the Rotary Club, the Optimists Club, and the local Chamber of Commerce.
- Practice active listening on a daily basis. Ask questions, restate impressions, and acknowledge your reception through both verbal and nonverbal behaviors.
- Invite local media personnel to school events and include them in school mail-outs.
- When making a decision, consider all parties who will be affected by that decision. Seek information from diverse sources to gather different perspectives.
- Volunteer to work in a community organization or project that serves the needs of people (e.g., soup kitchen, community co-op, holiday food drives).
- Visit area churches and establish a relationship with local church leaders.
- Consider the ripple effects (negative and positive consequences) of your actions before acting.
- Develop individual and school communication plans. Ensure that all **affected** staff members have copies of the necessary documents, letters, and other information. Determine who in each area should receive what type of information. Regularly and systematically provide appropriate information to these people.
- Seek opportunities to work on school-based projects that involve people from the community.
- Ponder the concept that equal opportunity may not always mean equal treatment, and equal opportunity may mean differential treatment. Consider this question: “Will unequal treatment level the playing field?”
- Seek to understand your own subtle stereotyping. Look for patterns. Take a course or attend a seminar that delves into perceptions of others.
- Encourage community involvement through alliances with faith groups and partnerships with businesses in your school attendance zone.

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

- Analyze your comments to others in the framework of the following questions: “What purpose is being served by my comments?” “Will my comments assist someone in finding a solution to a problem?” “Am I violating anyone’s confidence?” “Do I know that my information is accurate?”
- Practice responding directly to others’ requests, needs, or concerns.
- Subscribe to a law-related educational journal or periodical.
- Discuss professional and ethical codes with a trusted mentor.
- Read and know the school district’s standards of ethics. Review these professional and ethical codes with staff members. Pose fairness/ethics scenarios for staff discussion.



Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting with stakeholders and addressing their needs and concerns.

- Practice active listening. Make statements that indicate you have heard correctly, you understand, and you respect the comments of others.
- Pay close attention to your body language. Read a book on nonverbal communication.
- Encourage employees to propose their own solutions to the problems or concerns they bring to you.
- Identify employees who are “movers and shakers”; provide them with leadership opportunities.
- Discuss with peer principals and/or a mentor their strategies for handling conflict.
- Prepare outlines before you write.
- Establish a buddy system with a trusted colleague for editing and proofreading written materials.
- Avoid making written responses when you are angry.
- When time allows, put written correspondence aside overnight. Reread it the following day and edit/revise as warranted.
- Have someone videotape or audiotape you participating in a group session or making a presentation. Study the tape in private. Make note of any behaviors (verbal or nonverbal) you wish to change. Refer to your notes periodically.
- Rehearse in front of a mirror prior to speaking engagements.
- Before meetings, presentations, conferences, and the like, anticipate ten most likely questions you will be asked. Plan your responses.
- When you are not sure of an appropriate response, state that you will think about the matter (or consider it or look into it) and get back with an answer.
- Practice using “we” instead of “I,” “the team” or “us” instead of “me,” and so on, as appropriate. Weave “team” statements into your vocabulary—“We can do it. We’re all in this together!”
- Use reference sources (e.g., a good dictionary, a thesaurus, a style manual) when writing.

- Make a habit of using spell check and grammar check when you are composing on a computer.
- Work with a mentor to identify strategies for managing and resolving conflict with tact and effectiveness.
- Make presentations to groups as frequently as possible. Ask a trusted colleague to provide you with specific feedback regarding your voice quality (tone, volume, rate, clarity), your use of appropriate presentation devices (visual aids, organizers, organization of thoughts, voice inflection, grammar, pronunciation, gestures, eye contact), and the content of your presentation.
- Document all phone conversations in a telephone log. Follow up on conversations as promised. Return calls promptly.
- Participate in seminars on group dynamics and/or interpersonal communications.



Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional activities that promote the achievement of school and district goals.

- Practice brainstorming with faculty and staff regarding professional development needs, opportunities, and goals.
- Conceptualize school-related data as a roadmap. Determine your current location and plan the route to your precise destination. Share the map with stakeholders.
- Read or reread *South Carolina Professional Development Standards* http://www.cofc.edu/~pdie/policies_sc_prodevstandards.htm. Share this resource with your faculty.
- On a regular basis, ask faculty members about their progress toward goal achievement.
- Challenge, encourage, and empower faculty members regarding professional growth. Celebrate milestones.
- Identify and discuss barriers to goal attainment with faculty and staff.
- Verbalize school goals at faculty meetings and team meetings and in conferences.
- Practice communicating personal educational values, professional strengths, and goals in both written and oral forms.
- Practice identifying strengths of others. Assign or delegate to personnel those tasks that will develop their strengths and/or match their interests.
- Encourage the development of individualized growth plans.

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

- Seek to discover everything you can about yourself. Increase self-awareness through a 360° feedback process. Compare a self-assessment with stakeholders' perceptions of your strengths and weaknesses. Analyze the results according to the following categories:
 - a. **validated strengths**—qualities that you and your stakeholders consistently rate as strengths;
 - b. **validated weaknesses**—qualities that you and your stakeholders consistently rate as weaknesses;
 - c. **intuitive strengths**—qualities for which your stakeholders consistently rate you higher than you rate yourself; and
 - d. **false strengths**—qualities for which you consistently rate yourself higher than your stakeholders rate you.
- Model and share your personal goal-setting process for your faculty.
- Speak with at least one peer principal each week. Discuss what has worked well, what has not worked well, and what you would do differently.
- Volunteer to serve on district and state committees. Seek committee leadership positions.
- Participate in mentoring/coaching training. Volunteer to serve as a mentor to a new administrator.
- Volunteer to serve on a SACS (Southern Association of Colleges and Schools) study committee.
- Engage in dialogue with a mentor to define clearly your personal educational value system and your short-range and long-range career goals.
- Design a chart of your educational and professional goals. Ask yourself “Where do I want to be and when?” Develop an action plan to accomplish your goals. Periodically review and reflect on progress.
- Update your technology skills.
- Read professional journals and periodicals.

- Keep a professional growth journal.
- Attend regional, state, or national education workshops or conferences.



Web Sites

Categorized by Performance Standards in the Program for Assisting, Developing, and Evaluating Principal Performance

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

- Center for Creative Leadership (CCL)
<http://www.ccl.org/index.shtml>
- Council of Chief State School Officers (CCSSO)
<http://www.ccsso.org>
- *Education Week*, on-line education newspaper
<http://www.edweek.org>
- ERIC (Educational Resources Information Center)
<http://www.eric.ed.gov>
- ERIC clearinghouse educational assessment, evaluation, and research methodology
<http://www.ericae.net>
- North Carolina Partnership for Excellence (NCPE)
<http://www.ncpe-online.org>
- Southern Regional Education Board (SREB)
<http://www.sreb.org>

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

- Association for Supervision and Curriculum Development (ASCD)
<http://www.ascd.org>
- Brain.Com
<http://www.brain.com>
- Center for Educational Technologies (CET)
<http://www.cet.edu>
- Classroom Connect
<http://www.classroom.com>
- Education Place, Houghton Mifflin site for K–8 teachers
<http://www.eduplace.com>
- Education Planet: The Education Web Guide
<http://www.educationplanet.com>
- ERIC (Educational Resources Information Center)
<http://www.eric.ed.gov>
- The Knowledge Loom, site on best practices in teaching developed by the Northeast and Islands Regional Educational Laboratory at Brown University
<http://knowledgeloom.org/index.shtml>
- The NEA Foundation
<http://www.neafoundation.org>
- North Carolina Department of Public Instruction
<http://www.dpi.state.nc.us>
- Northwest Regional Educational Laboratory (NWREL)
<http://www.nwrel.org>

- South Carolina Department of Education
<http://ed.sc.gov>
- Southern Regional Education Board (SREB)
<http://www.sreb.org>
- Thinking Maps, Innovative Learning Group
<http://www.thinkingmaps.com>
- Thornburg Center, resource on emerging technologies for presenters and staff developers
<http://www.tcpd.org>
- United States Department of Education
<http://www.ed.gov>



Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

- Association for Supervision and Curriculum Development (ASCD)
<http://www.ascd.org>
- Braitmayer Foundation
<http://www.braitmayerfoundation.org>
- Center for the Prevention of School Violence
<http://www.cpsv.org>
- Educational Research Service
<http://www.ers.org>
- Foundation Center, guide to philanthropic organizations
<http://www.fdncenter.org>
- National Association of Elementary School Principals (NAESP)
<http://www.naesp.org>
- National Education Association (NEA) Foundation
<http://www.neafoundation.org>
- National School Safety Center
<http://www.nssc1.org>
- National Staff Development Council (NSDC)
<http://www.nsd.org>
- “SchoolGrants,” site for K–12 grant opportunities
<http://www.schoolgrants.org>
- Southwest Educational Development Lab (SEDL)
<http://www.sedl.org>

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.

- Character Development Group's Character Education site
<http://www.charactereducation.com>
- National Archives and Records Administration (NARA) home page
<http://www.nara.gov>
- National Association of Secondary School Principals (NASSP)
<http://www.nassp.org>
- United States Department of Education
<http://www.ed.gov>



Standard 5: School-Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

- America's Promise, the Alliance for Youth
<http://www.americaspromise.org>
- Center for Social Organization of Schools (CSOS) at Johns Hopkins University
<http://www.csos.jhu.edu>
- Family Services Agency, Inc.
<http://www.familyservicesagency.org>
- Intercultural Development Research Association (IDRA)
<http://www.idra.org>
- The Knowledge Loom's School, Family, Community Partnerships page
<http://knowledgeloom.org/sfcp/index.jsp>
- National Association of Elementary School Principals (NAESP)
<http://www.naesp.org>
- National Coalition for Parent Involvement in Education (NCPIE)
<http://www.ncpie.org>
- National Parent Information Network (NPIN)
<http://www.npin.org>
- National School Public Relations Association (NSPRA)
<http://www.nspra.org>
- Parent Teacher Association (PTA)
<http://www.pta.org>
- Prepare Tomorrow's Parents (formerly Parenting Project)
<http://www.preparetomorrowparents.org>

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

- *Complete Guide to Ethics Management: An Ethics Toolkit for Managers*, document written by Carter McNamara of Authenticity Consulting, LLC

<http://www.mapnp.org/library/ethics/ethxgde.htm>



Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

- Center for Creative Leadership (CCL)
<http://www.ccl.org/index.shtml>
- Conflict Resolution Information Source
<http://www.crinfo.org>
- Get It Write
<http://www.getitwriteonline.com/archive/tips.htm>



Standard 8: Staff Development

School principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

- Canter Professional Development Programs for Today's Teachers
<http://www.canter.net>
- The Knowledge Loom's Professional Development page
<http://knowledgeloom.org/pd/index.jsp>
- Lesson Lab (Pearson Professional Development)
<http://www.lessonlab.com>
- National Staff Development Council (NSDC)
<http://www.nsd.org>
- South Carolina Department of Education – Office of School Leadership
<http://ed.sc.gov/agency/offices/pd>



Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

- American Educational Research Association (AERA)
<http://www.aera.net>
- Center for Creative Leadership (CCL)
<http://www.ccl.org/index.shtml>
- Franklin Covey Co., international firm teaching Stephen R. Covey's "seven habits" to teachers and school administrators
<http://www.franklincovey.com>
- National Association of Elementary School Principals
<http://www.naesp.org>
- National Association of Secondary School Principals
<http://www.nassp.org>
- Phi Delta Kappa International
<http://www.pdkintl.org>
- Principals' Executive Program of the University of North Carolina's Center for School Leadership Development
<http://www.ga.unc.edu/pep>
- South Carolina Association of School Administrators (SCASA)
<http://www.scasa.org>
- South Carolina Department of Education – Office of School Leadership
<http://ed.sc.gov/agency/offices/pd>
- Southern Regional Education Board (SREB)
<http://www.sreb.org>
- Top Achievement, a "personal development" site
<http://www.topachievement.com>
- United States Department of Education
<http://www.ed.gov>

Training Opportunities Offered through the Office of School Leadership

The Office of School Leadership (OSL) offers a continuum of professional development opportunities to school leaders. These programs teach and strengthen leadership skills and support the South Carolina standards for administrator performance.

Program	Target Participants	Contact Person
Foundations in School Leadership (FSL)	Teacher leaders	Morgan Lee
Assistant Principal Program for Leadership Excellence (APPLE)	First-year assistant principals	Johnelle Sherald, Ed.D.
Developing Aspiring Principals (DAPP)	Experienced assistant principals who aspire to be principals	Morgan Lee
Principal Induction Program (PIP)	First-year principals	
School Leadership Executive Institute (SLEI)	Experienced principals	Bruce Moseley
Institute for District Administrators (IDA)	District-level administrators	Beth Copenhaver, Ph.D.
Tapping Executive Educators (TEE)	District leaders who aspire to be superintendents	Beth Copenhaver, Ph.D.
SLEI for Superintendents	District leaders who have completed at least one SLEI program	Bruce Moseley
Rising Stars and On-Line Campus	District and state employees	Mike Thun

Appendix A

Standards and Criteria for South Carolina Principal Evaluation

Standard	Criteria
<p>Standard 1: Vision</p> <p>A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.</p>	<ol style="list-style-type: none"> 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. 2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision of the school. 3. Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. 4. Implements, evaluates, and refines the plan of action for achieving the school’s vision.
<p>Standard 2: Instructional Leadership</p> <p>A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.</p>	<ol style="list-style-type: none"> 1. Sets and communicates high standards for curricular/instructional quality and student achievement. 2. Demonstrates proficiency in analyzing research and assessment data. 3. Ensures the use of data from state-mandated and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. 4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. 5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.
<p>Standard 3: Effective Management</p> <p>A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.</p>	<ol style="list-style-type: none"> 1. Seeks and allocates resources to achieve school and district goals. 2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. 3. Screens, recommends, and assigns staff in a timely manner based on school needs; assessment data; and local, state, and federal requirements. 4. Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. 5. Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. 6. Ensures the maintenance of a clean and aesthetically pleasing school environment.

Standard	Criteria
<p>Standard 4: Climate</p> <p>A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.</p>	<ol style="list-style-type: none"> 1. Initiates and maintains strategies to promote collegiality and collaboration among the staff. 2. Involves parents, students, and the community in efforts to create and maintain a positive learning environment. 3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. 4. Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. 5. Manages conflict and crisis situations in an effective and timely manner. 6. Deals with student misconduct in a prompt and effective manner.
<p>Standard 5: School-Community Relations</p> <p>A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.</p>	<ol style="list-style-type: none"> 1. Develops an effective and interactive communications plan and public relations program. 2. Participates in school community activities. 3. Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. 4. Responds to diverse community interests and needs. 5. Creates and sustains a variety of opportunities for parent and community involvement in school activities. 6. Collaborates with staff to develop effective strategies for parents and the community to support students' learning.
<p>Standard 6: Ethical Behavior</p> <p>A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.</p>	<ol style="list-style-type: none"> 1. Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. 2. Models respect, understanding, sensitivity, and appreciation for all people. 3. Adheres to local, state, and federal requirements.
<p>Standard 7: Interpersonal Skills</p> <p>A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.</p>	<ol style="list-style-type: none"> 1. Demonstrates respect for others. 2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. 3. Communicates effectively with stakeholders to support school and district goals. 4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. 5. Uses appropriate oral and written communication skills.

Standard	Criteria
<p>Standard 8: Staff Development</p> <p>A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.</p>	<ol style="list-style-type: none"> 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 staff growth. 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. 3. Encourages staff to set goals for professional growth. 4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.
<p>Standard 9: Principal's Professional Development</p> <p>A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.</p>	<ol style="list-style-type: none"> 1. Develops and implements an appropriate plan for professional development consistent with school and district goals. 2. Establishes and maintains a professional network with other administrators. 3. Complies with district and state professional development requirements. 4. Participates in staff development activities to understand the complex role of teaching and effective instructional practices.

Appendix B

WRITING S.M.A.R.T. GOALS

Websites

1. [HTTP://WWW.TOPACHIEVEMENT.COM/SMART.HTML](http://www.topachievement.com/smart.html)
2. [HTTP://WWW.GOAL-SETTING-GUIDE.COM/SMART-GOALS.HTML](http://www.goal-setting-guide.com/smart-goals.html)
3. [HTTP://WWW.PROJECTSMART.CO.UK/SMART-GOALS.HTML](http://www.projectsmaart.co.uk/smart-goals.html)
4. <http://www.rapidbi.com/created/WriteSMARTobjectives.html>
5. [http://en.wikipedia.org/wiki/SMART_\(project_management\)](http://en.wikipedia.org/wiki/SMART_(project_management))

Appendix C

SOUTH CAROLINA PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

Academic School Year: _____

District: _____

Name of School: _____

Name of Principal _____

Name of Evaluator _____ Position _____

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1:

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	
4. SUPPORTERS- <u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #2

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	
4. SUPPORTERS- <u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

GOAL #1

- Assessment Results
- Principal Summative Evaluation
- School Renewal Plan
- District Strategic Plan

GOAL #2

- Assessment Results
- Principal Summative Evaluation
- School Renewal Plan
- District Strategic Plan

MONITORING STAGES	PRINCIPAL'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	<hr/> <p style="text-align: center;">PRINCIPAL'S SIGNATURE</p> <p>Today's date: _____</p>	<hr/> <p style="text-align: center;">EVALUATOR'S SIGNATURE</p> <p>Today's date: _____</p>
FEEDBACK (Mid-Year Conference)	<hr/> <p style="text-align: center;">PRINCIPAL'S SIGNATURE</p> <p>Today's date: _____</p>	<hr/> <p style="text-align: center;">EVALUATOR'S SIGNATURE</p> <p>Today's date: _____</p>
END-OF-THE-YEAR	<hr/> <p style="text-align: center;">PRINCIPAL'S SIGNATURE</p> <p>Today's date: _____</p>	<hr/> <p style="text-align: center;">EVALUATOR'S SIGNATURE</p> <p>Today's date: _____</p>

COMMENTS: _____

For additional information, contact
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Program for Assisting, Developing, and Evaluating Principal Performance

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