



PERFORMANCE GOAL TEMPLATE

Principal

Assistant Principal

Vice Principal

Director of CTE

Supervisor of Special Education

An optional template

June 2021

Guidance on Template Use

This Performance Goal Template, crafted as a customizable document, is designed to facilitate active participation in the evaluation process while:

- Improving the school leader's effectiveness, and
- Fostering collaboration among colleagues.

The use of this template is optional; however, a Performance Goal is required as part of the evaluation of Educator Effectiveness for school leaders (i.e., professional employees serving as principals, assistant principals, vice principals, directors of career and technical education, and supervisors of special education).

At the beginning of the rating period: *(Initial Conference)*

- ✓ Prior to the initial conference, the school leader should reflect on school and/or LEA goals and draft a plan of action, referencing the Framework for Observation and Practice to inform the response.
- ✓ During the initial conference, the school leader and supervising administrator should review and revise the draft, as appropriate, aligning the work to school and/or LEA priorities.
- ✓ During the initial conference, the school leader and supervising administrator should agree upon the performance goal(s) and criteria for delineating the four levels of performance used to inform the school leader rating. If using multiple goals, the school leader and supervising administrator should pre-determine the proportional significance (i.e., weighting) to be assigned to each goal.
- ✓ **Part I** and **Part II** of the Performance Goal Template should be completed, with the school leader and supervising administrator providing signatures, dates, and any comments in the Initial Conference and Performance Goal Approval fields under **Part V**.

During the agreed upon interval of the rating period: *(Mid-Point Review)*

- ✓ Prior to the mid-point review, the school leader should complete the Mid-Point Reflection field under **Part III**.
- ✓ During the mid-point review, the school leader and supervising administrator should examine initial evidence and discuss progress toward the goal(s), revising the template as appropriate and agreed upon by the school leader and supervising administrator to account for the complexities of school systems.
- ✓ The school leader and supervising administrator should sign, date, and provide any comments in the Mid-Point Review field, and if applicable, the Performance Goal Revision Approval field, under **Part V**.

At the conclusion of the rating period: *(End-of-Rating Review)*

- ✓ Prior to the end-of-rating review, the school leader should complete the Final Reflection field under **Part III**.
- ✓ During the end-of-rating review, the school leader and supervising administrator should examine final evidence related to the performance goal(s) and discuss successes, unanticipated barriers, any supports that might have been useful, and next steps, which shall be used cumulatively to inform the School Leader Rating in **Part IV**.
- ✓ The school leader and supervising administrator should sign, date, and provide any comments in the End-of-Rating Review field under **Part V**.
- ✓ The rating in **Part IV** should be entered into the Performance Goals section of the corresponding PDE rating form to be factored as part of the overall rating of Educator Effectiveness for the professional employee.

i **Hover on this icon** to explore key questions and considerations for select items. These considerations can assist in a thorough performance goal evaluation.

PERFORMANCE GOAL TEMPLATE: PRINCIPAL

Employee Name:

School/District:

Position:

Rating Period: FROM

TO

PART I

SCHOOL/DISTRICT GOAL:

% Weighting

What context drives this goal? ⓘ

What resources are necessary to accomplish this goal? ⓘ

Available Resources:

Additional Supports Required:

What action steps will you implement to achieve this goal? ⓘ

Specific Actions:

Timeline:

Framework for Leadership Domain Alignment

Identify the Domains to which this goal aligns.

(Check all that apply.)

Strategic
Cultural
Leadership

Systems
Leadership

Leadership for
Learning

Professional and
Community
Leadership

⬆️ [BACK TO TOP](#)

PART II

What evidence or artifacts will you use to measure the progress and effectiveness of your plan of action? ⓘ

How will you know you achieved your goal? ⓘ

PERFORMANCE GOAL TEMPLATE: PRINCIPAL

<p>Evaluation</p> <p>Describe the specific criteria that will inform the Educator Effectiveness rating.</p>	<p>Distinguished:</p>
	<p>Proficient:</p>
	<p>Needs Improvement:</p>
	<p>Failing:</p>

[↑ BACK TO TOP](#)

PART III

<p>Reflection:</p> <p>Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps.</p> <p><i>(NOTE: Goal may be revised at mid-point, if agreed upon by both the evaluator and evaluatee.)</i></p>	<p>Mid-Point Reflection:</p>
	<p>Final Reflection:</p>

[↑ BACK TO TOP](#)

PART IV

Performance Goal Rating:	0	1	2	3
	Failing	Needs Improvement	Proficient	Distinguished

[↑ BACK TO TOP](#)

PART V: Signatures & Comments

	<i>Evaluator</i>	<i>School Leader</i>
Initial Conference	<p>Supervisor Comments:</p> <p>Signature:</p> <p>Date:</p>	<p>Evaluatee Comments:</p> <p>Signature:</p> <p>Date:</p>
Performance Goal Approval	<p>Supervisor Comments:</p>	<p>Evaluatee Comments:</p>

PERFORMANCE GOAL TEMPLATE: PRINCIPAL

	Signature: Date:	Signature: Date:
Mid-Point Review	Supervisor Comments: Signature: Date:	Evaluatee Comments: Signature: Date:
Performance Goal Revision Approval <i>(if applicable)</i>	Supervisor Comments: Signature: Date:	Evaluatee Comments: Signature: Date: <input type="checkbox"/> <i>I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.</i>
End-of-Rating Review	Supervisor Comments: Signature: Date:	Evaluatee Comments: Signature: Date: <input type="checkbox"/> <i>I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.</i>

[⬆️ BACK TO TOP](#)

Considerations

What context drives this goal?

- Why select this goal?
- What internal and external happenings in the school space are driving this goal?
- Does it align with school and/or LEA goals and vision?
- Is it supported by researched best practices or industry standards?

[⬆️ BACK TO ROW](#)

What resources are necessary to accomplish this goal?

- What population(s) of the school community will be affected by implementing this goal?
- What obstacles exist in implementing this goal?
- What monetary, material, time-management, and/or personnel capacity resources are needed to overcome these obstacles and implement the goal?

[⬆️ BACK TO ROW](#)

What action steps will you implement to achieve this goal?

- What measurable strategies will be used to implement this goal?
- Does the goal require an internal and/or external communication plan?
- Which approaches to analyzing and reporting the results will best reflect the success of the completed goal?
- What is a realistic timeframe for each component of implementing, analyzing, and reflecting on this goal?
- Does this goal compete with priority duties for time and attention?

[⬆️ BACK TO ROW](#)

What evidence or artifacts will you use to measure the progress and effectiveness of your plan of action?

- Which specific sources of data/evidence will be used in the analysis of goal progress/achievement?
- What is the baseline data/evidence used and how might it change as the goal is achieved?

[⬆️ BACK TO ROW](#)

How will you know you achieved your goal?

- What are the expected results for all affected groups?
- What is the established method for gathering stakeholder feedback and making necessary changes during implementation?
- How will achieving the goal result in positive growth for the school and its learners?

[⬆️ BACK TO ROW](#)