

# PEER\* SOLUTIONS PRINCIPAL SURVEY

July 2015

PrinEval supports a comprehensive stakeholder survey developed in accordance with the Core Competencies that emerged from the MDE Working Group on principal evaluation. The instrument contains thirty fixed statements in common across all users. Users can create six additional custom statements. The core statements generate data for anonymous comparison across all users of the system. The custom statements provide users the opportunity to gather principal-specific information.

Set up is quick and simple. It involves the identification of basic demographic information regarding the school and district and, if desired, the generation of custom statements. Once the set up is complete and the information is submitted, PEER\* Solutions automatically and instantaneously sends a survey link to the user which can then be forwarded via the user's email to targeted stakeholders.

Three categories of stakeholder respondents are embedded into the survey: instructional staff, support staff, and parents. This is a change from the earliest version of the survey that used the categories of staff, parents, and interested community members. Few early users of the survey sent the link to "interested community members" and instead requested that staff results be separated into instructional and support categories. This change, effective with the 2015-2016 academic year, required that data sets be modified accordingly; these data changes were made retroactive so that the comparisons described in the next paragraph remain valid over time and across user cohorts. Some early users may see slight variations in data.

Recipients of the survey link are asked to rate the core (and custom) statements according to the MDE rubric: Unsatisfactory, Satisfactory, Accomplished, or Distinguished. Two additional choices are also included: Developing or Don't Know. The latter choices are not calculated into the statistical tabulation of results though the respondent rates are reported for user analysis. All results are collected through PEER\* Solutions to maintain respondent confidentiality.

## SECTION 1 – VISION AND MISSION

<b><i>A successful principal establishes a vision and mission focused on shared goals, high expectations, and cultural understanding.</i></b>
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<b>Evaluation Statements:</b>
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The principal regularly engages with key people connected to the school (staff, parents, students, and others) to get their perspectives.
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The principal utilizes the community's cultural, social and intellectual resources to make the learning environment better.
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The principal ensures that school plans are aligned with district initiatives.
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The principal uses multiple sources of information to develop and measure school-wide goals.
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The principal focuses the school's vision, mission, and goals on student achievement.
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The principal establishes school-wide practices that promote an understanding and tolerance of race and culture.
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## SECTION 2 – INSTRUCTIONAL LEADERSHIP

<b><i>A successful principal provides instructional leadership in order to produce high student academic performance.</i></b>
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<b>Evaluation Statements:</b>
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The principal models a commitment to high expectations for all students.
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The principal develops processes that ensure student progress is measured and communicated frequently with students and parents.
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The principal ensures the use of multiple methods to measure student academic growth.
The principal implements processes that allow for different learning opportunities for different students.
The principal encourages, protects, and supports staff members who implement innovative strategies.
The principal is visible in classrooms, the building, and at appropriate school functions.

**SECTION 3 – HUMAN RESOURCES**

***A successful principal manages human resources in order to promote quality instruction and professional growth.***

<b>Evaluation Statements</b>
The principal has an effective personnel selection process to place staff based on school and student needs.
The principal conducts regular staff evaluations that are focused on professional improvement.
The principal provides appropriate professional development for staff.
The principal effectively monitors employee growth plans.
The principal ensures the district’s curriculum standards are delivered effectively.
The principal establishes systems to support effective staff working teams.

**SECTION 4 – PROFESSIONAL AND ETHICAL RELATIONSHIPS**

***A successful principal builds professional and ethical relationships through collaboration and effective communication.***

<b>Evaluation Statements</b>
The principal implements strategies to strengthen the school culture.
The principal takes appropriate action when inappropriate conduct is reported or observed.
The principal invites stakeholder opinions.
The principal effectively communicates with the school community.
The principal builds partnerships with families and community members.
The principal implements fair rules and procedures for students and staff.

**SECTION 5 – RESOURCE MANAGEMENT**

***A successful principal strategically manages resources for systemic performance accountability.***

<b>Evaluation Statements</b>
The principal appropriately delegates instructional and management tasks.
The principal supports the use of 21 <sup>st</sup> century instructional tools in the learning environment.
The principal positively impacts the school’s climate and culture.
The principal protects instructional time from interruptions.
The principal utilizes effective systems to ensure the physical safety of students and staff.
The principal uses a transparent resource allocation system to meet identified needs.