

Important Decisions for T-PESS Pilot Districts: Local Evaluation Procedures

The following are questions to consider when developing local policy, procedures and guidelines prior to implementation.

1. What board policy or administrative procedures are currently in place to guide principal evaluation? How must they be modified for T-PESS?
2. What are the local goals and purposes for participation in T-PESS? How can they best be communicated to all stakeholders?
3. How will the district engage campus leaders in the process to build trust and credibility in the new evaluation system?
4. Will principals attend the initial T-PESS training with the appraiser (s)? *This is recommended.*
5. How will the district orient principals if they do not attend the initial training? How will possible mid-year hires be trained?
6. How will the district ensure fidelity of implementation of the T-PESS process?
7. Who will be responsible for maintaining performance data and monitoring T-PESS system quality?
8. How will the district ensure that T-TPSS is one component of a broader approach to leadership development?
9. Who will have access to T-PESS data? The appraiser only? Other members of the leadership team? HR?
10. How will the district communicate the alignment between T-PESS and the new T-TESS teacher evaluation system?
11. Does the district choose to add any local principal performance measures to the T-PESS system?
12. How will the district provide certainty of valid, reliable and accurate assessment of principal performance?
13. What methods will the district select to gather multiple measures of principal performance?
14. How will the district document the T-TESS process? What, if any, local forms will need to be designed?
15. If a principal has indicators scored as Not Demonstrated/Improvement Needed, what local measures will be put in place to guide professional growth and improvement?
16. Will the district choose to incorporate portions or all of the T-PESS process with assistant principals? *Modifications would be required.*
17. How will the district follow up on actionable feedback to principals?
18. How will the evaluation measures be used to inform professional development for campus leaders?

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19. What will be archived, in addition to the end of year evaluation summary each year to document T-PESS performance?
20. In what ways will the district gather feedback about the implementation of T-PESS during the pilot year?