



**Diocese of Pensacola-Tallahassee  
Office for Catholic Schools  
Principal Leadership Evaluation Plan (LEP)  
2019-20**

Name of School: \_\_\_\_\_ Principal's Name: \_\_\_\_\_

The **Leadership Evaluation Plan (LEP)** is a tool for self-evaluation, reflection, and goal setting. It is based on contemporary research on multi-dimensional Catholic school leadership and represents skill sets and knowledge bases needed in effective schools.

**LEP** is based on the three sets of professional standards:

1. *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*
2. Accreditation Standards of the Florida Catholic Conference
3. Diocese of Pensacola-Tallahassee Policies

**LEP** evaluates benchmarks of leadership competency in the following domains:

- Domain 1: Spiritual Leadership
- Domain 2: Student Leadership
- Domain 3: Instructional Leadership
- Domain 4: Organizational Leadership
- Domain 5: Personal Leadership

Skill performance evaluation is determined using a Likert-type scale. Individual responses "Exceeds" through "Does Not Meet" competency are assigned numeric values from 4 to 1.

**Principal's Signature:**

**Date:**

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***We, the Catholic School community of the Diocese of Pensacola-Tallahassee, participate actively in The Church Fully Alive through forming disciples, inviting others to the faith, and being disciples in action.***

**Directions:** Please complete the form using the attached rubric. Each benchmark will have more than one component referenced in the rubric. Each component should be considered when determining a benchmark score, which can be scored as a decimal between two whole numbers, if necessary. The comments column allows for specific feedback on each component of the benchmark. This can be helpful in addressing specific components within a benchmark.

### **Domain I. Spiritual Leadership**

- 4 Exceeds Competency (Indicates serving as a role model/exemplar while implementing the benchmark)
- 3 Meets Competency (Implements the benchmark effectively)
- 2 Approaching Competency (Implements the benchmark inconsistently)
- 1 Does Not Meet the Competency

Principal Evaluation Benchmark	Self	Pastor	OCS	Comments
<p>1. Ensures the school's Catholic identity and mission, including the integration of the Catholic faith into the curriculum to support student learning and family life.</p> <p><b>Standards:</b> 1, 3, 6</p>				
<p>2. Oversees the integration of faith with the learning process through direct involvement in student/staff retreats, service programs, religious instruction, faith formation (students, teachers, parents) and liturgies; practices the Catholic faith through Mass attendance and parish involvement.</p> <p><b>Standards:</b> 2, 3, 4</p>				

### **Domain 2. Student Leadership**

Principal Evaluation Benchmark	Self	Pastor	OCS	Comments
<p>3. Oversees school's program of student offerings (scheduling, counseling, athletics, etc.) and student performance data to cultivate continuous student growth and empower student success; ensures communication of student expectations and performance information to students and their parents/guardians.</p> <p><b>Standards:</b> 7, 8, 9</p>				
<p>4. Maintains a safe, clean, respectful and inclusive student-centered environment and ensures the discipline system enforces and promotes compliance with the school's code of conduct.</p>				

<b>Standards:</b> 6, 9				
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### Domain 3: Instructional Leadership

- 4 Exceeds Competency (Indicates serving as a role model/exemplar while implementing the benchmark)
- 3 Meets Competency (Implements the benchmark effectively)
- 2 Approaching Competency (Implements the benchmark inconsistently)
- 1 Does Not Meet the Competency

Principal Evaluation Benchmark	Self	Pastor	OCS	Comments
<p>5. Oversees the hiring, assignment, supervision, observation, and evaluation of all instructional personnel and direct reports and provides for their needs through professional development and timely feedback.</p> <p><b>Standards:</b> 6, 7, 11</p>				
<p>6. Plans and supervises the implementation of a rigorous academic program (curricular planning and evaluation, technology integration, etc.) based on diocesan curriculum, educational research, stakeholder input, and assessment data.</p> <p><b>Standards:</b> 6, 7, 11</p>				

### Domain 4: Organizational Leadership

Principal Evaluation Benchmark	Self	Pastor	OCS	Comments
<p>7. Oversees organizational compliance with all school handbooks, diocesan policies, supervisory requests, accreditation, and scholarship requirements (e.g. SUFS, McKay, VPK) in a timely manner and oversees and ensures the accurate and timely submission of all documents, reports, forms, and records as required by the Office for Catholic Schools, FCC, and State of Florida.</p> <p><b>Standard:</b> 10</p>				
<p>8. Provides overall leadership for the operational vitality of the school through financial discipline, facilities management, fundraising, and enrollment management efforts; promotes stakeholder engagement via the SAC, PTO, electronic communications, etc.</p> <p><b>Standards:</b> 5, 9, 10, 12, 13</p>				

## Domain 5: Personal Leadership

- 4 Exceeds Competency (Indicates serving as a role model/exemplar while implementing the benchmark)
- 3 Meets Competency (Implements the benchmark effectively)
- 2 Approaching Competency (Implements the benchmark inconsistently)
- 1 Does Not Meet the Competency

Principal Evaluation Benchmark	Self	Pastor	OCS	Comments
9. Engages in professional learning focused on the mission of Catholic schools and the school's learning goals; demonstrates a commitment to student and staff success through professional growth.  <b>Standard: 7</b>				
10. Shows integrity, adheres to ethics principles, empowers others, distributes leadership when appropriate, and demonstrates improvement in specific performance areas based on previous evaluations and formative feedback.  <b>Standard: 6</b>				

## LEADERSHIP PLANNING

### Areas of Accomplishment

1.	
2.	

### Areas Identified for Growth

1.	
2.	

### SMART Goal #1 (Specific, Measurable, Actionable, Relevant, Timely)

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### SMART Goal #2 (Specific, Measurable, Actionable, Relevant, Timely)

## SCORING RUBRIC

Benchmark	4. Exceeds Competency	3. Meets Competency	2. Approaching Competency	1. Does Not Meet Competency
<b>1. Ensures the school's Catholic identity and mission, including the integration of the Catholic faith into the curriculum to support student learning and family life.</b>  <b>Standards: 1, 3, 6</b>	Principal clearly understands and <b>promotes</b> the school's mission to all stakeholders and <b>uses</b> it to guide all major decisions. Principal <b>participates</b> fully in the prayer and sacramental life of the school. Principal ensures the Catholic faith is <b>integrated</b> into all subjects.	Principal understands and <b>promotes</b> the school's mission to some stakeholders and <b>uses</b> it to guide some major decisions. Principal <b>participates</b> in most aspects of the prayer and sacramental life of the school. Principal ensures the Catholic faith is <b>integrated</b> into most subjects.	Principal understands the school's mission but seldom <b>promotes</b> it and seldom <b>uses</b> it to guide major decisions. Principal <b>participates</b> somewhat in the prayer and sacramental life of the school. Principal ensures the Catholic faith is <b>integrated</b> into a few subjects.	Principal does not understand the school's mission and does not <b>promote</b> it or <b>use</b> it to guide major decisions. Principal does not <b>participate</b> in the prayer and sacramental life of the school. Principal does not ensure the Catholic faith is <b>integrated</b> into the subjects.
<p style="text-align: center;"><b>1. Sample Sources of Evidence</b></p> <p>Mission Statement &amp; Belief/Vision Statements posted in school &amp; classroom/printed in handbook/on website, SAC minutes reflect Mission Statement discussions and use in decision-making, surveys to stakeholders reviewing Mission Statement &amp; Beliefs, religious themes around the school, Leadership Team meeting minutes reflect mission &amp; belief discussions &amp; use in decision-making, professional development schedule includes faith formation opportunities, Department Meetings/collaboration to promote new initiatives, programs and services, evidence of Catechism and Catholic Social Teaching being integrated throughout curriculum, prayer and sacrament schedules, family/stakeholder communications highlighting school's Catholic identity</p>				
<b>2. Oversees the integration of faith with the learning process through direct involvement in student/staff retreats, service programs, religious instruction, faith formation (students, teachers, parents) and liturgies; practices the Catholic faith through Mass attendance and parish involvement.</b>  <b>Standards: 2, 3, 4</b>	Principal takes a leadership role in the planning and implementation of <b>Catholic identity initiatives and religious instruction</b> . Every student and staff member has the opportunity to participate in <b>service</b> and some form of on-site or off-site <b>retreat</b> . Spiritual growth opportunities are offered to parents and SAC members. Principal faithfully fulfills <b>Mass obligations</b> and actively participates in a parish.	Principal monitors the planning and implementation of <b>Catholic identity initiatives and religious instruction</b> . Most students and staff members have the opportunity to participate in <b>service</b> and some form of on-site or off-site <b>retreat</b> . Principal faithfully fulfills <b>Mass obligations</b> .	Principal delegates all planning and implementation of <b>Catholic identity initiatives and religious instruction</b> with minimal supervision. Some students and/or staff members have the opportunity to participate in <b>service</b> and/or some form of on-site or off-site <b>retreat</b> . Principal fulfills <b>Mass obligations</b> inconsistently.	<b>Catholic identity initiatives</b> are not planned and implemented. Principal does not plan and monitor <b>religious instruction</b> . Students and staff members do not have the opportunity to participate in <b>service</b> and some form of on-site or off-site <b>retreat</b> . Principal does not fulfill <b>Mass obligations</b> .

## 2. Sample Sources of Evidence

Religion curriculum, Diocesan Sacramental Guidelines, Catechist Certification program & records, religion awards, liturgy planning records, service projects for students and parents, Mass schedule, retreats for students-parents-staff, examples of staff serving as role models of faith and service, parent faith volunteer opportunities, Mass attendance, parish involvement, Catholic identity clubs for students, service to community planning sessions

**3. Oversees school's program of student offerings (scheduling, counseling, athletics, etc.) and student performance data to cultivate continuous student growth and empower student success; ensures communication of student expectations and performance information to students and their parents/guardians.**

**Standards: 7, 8, 9**

Principal provides and monitors a robust program of student offerings with high stakeholder satisfaction. Principal analyzes and uses student data to assist teachers in differentiation to meet students' needs. Principal communicates student expectations and performance information to students and parents in a timely manner and systemically encourages and monitors teacher communications with students and parents.

Principal provides and monitors a robust program of student offerings with moderate stakeholder satisfaction. Principal analyzes student data to understand student performance and shares analysis with teachers. Principal communicates student expectations and performance information to students and parents in a timely manner with few exceptions and monitors teacher communications with students and parents.

Principal provides an adequate program of student offerings with little oversight and little stakeholder satisfaction. Principal is familiar with student performance data but does not analyze or use it. Principal communicates student expectations and performance information to students and parents sporadically and monitors teacher communications with students and parents infrequently.

Principal provides few student offerings with minimal oversight and stakeholders are not sought for feedback. Principal is not familiar with student performance data. Principal does not communicate student expectations and performance information to students and parents and does not monitor teacher communications with students and parents.

## 3. Sample Sources of Evidence

Extracurricular schedule, Extracurricular Activities Policy (i.e., insurance, fingerprinting, Protecting God's Children requirements, etc.), differentiated instruction examples (scaffolding, tiered instruction, addressing various learning styles), master schedule and student schedules, ACRE Test results, ITBS results, classroom guidance surveys, Honor Rolls, President's Physical Fitness Program, utilization of rubrics, authentic performance assessments & self-assessments (i.e., learning logs), extracurricular schedule, coaching job descriptions and requirements, Athletics by-laws, Guidance Plan, guidance classroom schedule, guidance files, guidance reports to principal, parent and student feedback on student offerings

**4. Maintains a safe, clean, respectful and inclusive student-centered environment and ensures the discipline system enforces and promotes compliance with the**

Principal ensures facility is consistently secure and clean according to plans. Principal has a written systematic approach to ensuring a respectful and inclusive environment that is followed. Principal ensures consistent

Principal ensures facility is secure and clean with few exceptions. Principal actively works to ensure a respectful and inclusive environment. Principal ensures mostly consistent enforcement of discipline;

Facility is secure and clean some of the time. Principal is in the process of developing a respectful and inclusive environment. Principal is somewhat consistent in enforcement of discipline; disciplinary action complies with

Facility is seldom secure and clean. Principal has not developed a respectful and inclusive environment. Principal is not consistent in enforcing discipline; disciplinary action is not well

school's code of conduct.  Standards: 6, 9, 10	enforcement of discipline; disciplinary action <b>complies</b> with the school's code of conduct.	disciplinary action <b>complies</b> with the school's code of conduct with few exceptions.	school's code of conduct with many exceptions.	<b>aligned</b> with school's code of conduct.
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#### 4. Sample Sources of Evidence

Safety Plan, Emergency Plan, walkthrough observations of building, Diocesan Safe Environment yearly updates (volunteers & staff), Handbook Equal Rights Statement & adherence to Buckley Amendment, guidelines for providing minor accommodations, examples of minor accommodations provided to students, Code of Conduct, disciplinary records, student character formation/anti-bullying program, observation of student obedience to dress code/uniform policy

<b>5. Oversees the hiring, assignment, supervision, observation, and evaluation of all instructional personnel and direct reports and provides for their needs through professional development and timely feedback.</b>  Standards: 6, 7, 11	Principal consistently <b>follows</b> diocesan guidelines on hiring. Principal has a written systematic approach to evaluation and frequently <b>observes</b> teachers according to diocesan guidelines and templates and offers timely feedback. Principal formally <b>evaluates</b> all staff yearly. Principal consistently <b>documents</b> moderate and major personnel issues and coaches employees. Principal <b>provides</b> professional development with input from the faculty/staff that meets the needs of the faculty/staff.	Principal <b>follows</b> diocesan guidelines on hiring with few exceptions. Principal frequently <b>observes</b> teachers according to diocesan guidelines and templates and offers timely feedback with few exceptions. Principal formally <b>evaluates</b> most staff yearly. Principal <b>documents</b> major personnel issues and coaches employees. Principal <b>provides</b> professional development that meets the needs of the faculty/staff.	Principal seldom <b>follows</b> diocesan guidelines on hiring. Principal <b>observes</b> teachers according to diocesan guidelines and templates and offers timely feedback with many exceptions. Principal formally <b>evaluates</b> some staff yearly. Principal <b>documents</b> some major personnel issues and provides minimal coaching to employees. Principal <b>provides</b> professional development that does not effectively meet the needs of faculty/staff.	Principal does not follow diocesan guidelines on hiring. Principal <b>observes</b> few teachers, does not follow diocesan guidelines and templates, and does not offer feedback. Principal formally <b>evaluates</b> only new staff. Principal does not <b>document</b> personnel issues and does not provide coaching to employees. Principal does not <b>provide</b> professional development for the faculty/staff.
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#### 5. Sample Sources of Evidence

Completed diocesan hiring checklists, interview process, job descriptions & duty assignments, observation schedules, yearly evaluations for all employees, Teacher Assessment Program (TAP) for teacher evaluations (formal teacher evaluations, formal classroom observations, walkthrough observation records), academic programs, New Mentor Program, State Certification requirements, Catechist Certification compliance, personnel spreadsheet, Special Education (ESE) Certification & MIP's, professional development related to these issues, Professional Development Plan, professional development conferences and workshop attendance, records of professional development provided on-site to staff, minutes showing faculty input on professional development

<b>6. Plans and supervises the implementation of a rigorous academic program (curricular planning and evaluation, technology integration, etc.) based on diocesan</b>	Principal actively monitors and coaches faculty in delivery of the <b>curriculum and in lesson planning</b> to ensure academic rigor and develop strategies to remedy areas of low performance. Principal develops, implements, and periodically evaluates a plan for effective use of	Principal actively monitors faculty in delivery of the <b>curriculum and in lesson planning</b> to ensure academic rigor. Principal develops and implements a plan for effective use of <b>instructional</b>	Principal infrequently monitors faculty in delivery of the <b>curriculum and in lesson planning</b> . Principal ensures the use of <b>instructional technology</b> in the absence of a plan. Principal analyzes group-wide	Principal does not monitor faculty in delivery of the <b>curriculum and in lesson planning</b> . Principal does not ensure the use of <b>instructional technology</b> . Principal does not analyze group-wide
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curriculum, educational research, stakeholder input, & assessment data.  Standards: 6, 7, 11	instructional technology. Principal analyzes and uses group-wide performance data and stakeholder input to measure and adjust the academic program.	technology. Principal analyzes group-wide performance data and stakeholder input to measure the academic program.	performance data to measure the academic program.	performance data to measure the academic program.
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### 6. Sample Sources of Evidence

Student performance data, minutes of faculty meetings showing review of performance data and decisions based on data, DOPT curriculum, textbook inventory spreadsheet, technology spreadsheet, Vertical team minutes, department minutes, committee assignments, yearly and quarterly plans, weekly lesson plans, Technology Plan, educational research, SAC, PTO, and faculty meeting minutes regarding academic program, subject time allotment

<b>7. Oversees organizational compliance with all school handbooks, diocesan policies, supervisory requests, accreditation, and scholarship requirements (e.g. SUFS, McKay, VPK) in a timely manner and oversees and ensures the accurate and timely submission of all documents, reports, forms, and records as required by the Office for Catholic Schools, FCC, and State of Florida.</b>  Standard: 10	Principal ensures the school is in compliance with all local and diocesan policies. Principal meets all accreditation, scholarship, and supervisory requirements and ensures documents are delivered with accuracy in a timely manner.	Principal ensures the school is in compliance with most local and diocesan policies. Principal meets most accreditation, scholarship, and supervisory requirements and ensures documents are delivered with accuracy in a timely manner with few exceptions.	Principal ensures the school is in compliance with some local and diocesan policies. Principal meets some accreditation, scholarship, and supervisory requirements and ensures documents are delivered with accuracy in a timely manner with many exceptions.	Principal does not ensure the school is in compliance with local and diocesan policies. Principal does not meet accreditation, scholarship, and supervisory requirements and does not ensure documents are delivered with accuracy in a timely manner.
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### 7. Sample Sources of Evidence

Faculty and School Advisory Council minutes with discussions regarding updating of Parent/Student/Faculty Handbooks, Scholarship Compliance Checklist, State Audits, all communications with parents regarding scholarship opportunities PK-12 (e.g. website, newsletters, & bulletins), Accreditation documents and evidence, yearly updates to school improvement plan, NCEA reporting, (DOE) certification documentation, background screening documents (FL, FBI), chart of accounts, DOPT monthly financial reports, enrollment reports, salary scales, health benefits, retirement costs, new hire paperwork, termination paperwork, personnel files

<b>8. Provides overall leadership for the operational vitality of the school through financial discipline, facilities management, fundraising, and enrollment management efforts; promotes stakeholder engagement via the SAC, PTO, electronic communications, etc.</b>	Principal develops and implements a systematic approach to finance, facilities, fundraising, and enrollment and meets or exceeds clearly defined targets. Principal regularly engages a broad range of stakeholders via appropriate	Principal develops and implements a systematic approach to finance, facilities, fundraising, and enrollment and monitors progress. Principal periodically engages a broad range of stakeholders via appropriate communication avenues with up to date and	Principal monitors finance, facilities, fundraising, and enrollment sporadically in an unorganized manner without targets. Principal engages a limited range of stakeholders infrequently via appropriate	Principal does not monitor finance, facilities, fundraising, and enrollment. Principal rarely engages with stakeholders via appropriate communication avenues and
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<b>Standards: 5, 9, 10, 12, 13</b>	communication avenues; information is up to date and relevant, following a communications plan.	relevant information, with few exceptions.	communication avenues; information is sometimes up to date and relevant.	information is rarely up to date and relevant.
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### 8. Sample Sources of Evidence

Annual Report, Enrollment Management Plan, Development Plan, Up-to-date school website, Facilities Maintenance/Campus Master Plan, cost-per-child, scholarship revenue, Corporate/McKay Scholarship assistance, school financial documents, annual registration/fees/tuition breakdown, annual salaries, expense breakdown and allocations by department, Annual Fund, fundraising events, dollar per volunteer hour analysis of fundraisers, alumni outreach, capital improvements/replacements, student town hall /SGA meetings, faculty meeting minutes, P.T.O./Booster meeting minutes & presentations, principal newsletters, school news in parish bulletins, long range planning minutes, donation analysis reports, clippings of school in the news, attendance at school events

<b>9. Engages in professional learning focused on the mission of Catholic schools and the school's learning goals; demonstrates a commitment to student and staff success through his/her professional growth.</b>  <b>Standard: 7</b>	Principal <b>attends</b> all required diocesan meetings unless excused by the superintendent. Principal participates in <b>individual professional development</b> that complements personal and school goals and presents to staff relevant knowledge gained in order to enrich the staff's and students' professional growth.	Principal <b>attends</b> all required diocesan meetings unless excused by the superintendent. Principal participates in <b>individual professional development</b> that complements personal and school goals.	Principal <b>attends</b> most required diocesan meetings. Principal participates in <b>individual professional development</b> that is only loosely affiliated with personal and school goals.	Principal sporadically <b>attends</b> required diocesan meetings. Principal does not participate in <b>individual professional development</b> .
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### 9. Sample Sources of Evidence

Individual professional development, pursuit/maintenance of state and catechetical certification, attendance at principal meetings required by the diocese, minutes of faculty meetings where principal shares with staff knowledge gained from his/her professional development

<b>10. Shows integrity, adheres to ethics principles, empowers others, distributes leadership when appropriate, and demonstrates improvement in specific performance areas based on previous evaluations and formative feedback.</b>	Principal adheres to all <b>ethical standards</b> and acts with <b>integrity</b> . Principal creates a culture of shared leadership through <b>delegation</b> of duties where appropriate. Principal receives formative <b>feedback and constructive criticism positively</b> and <b>demonstrates improvement</b> in performance areas previously identified.	Principal adheres to <b>ethical standards</b> and acts with <b>integrity</b> with very few exceptions. Principal creates a culture of shared leadership through <b>delegation</b> of duties where appropriate with few exceptions. Principal receives formative <b>feedback and constructive criticism positively</b> most of the time and <b>demonstrates improvement</b> in performance areas	Principal adheres to <b>ethical standards</b> and acts with <b>integrity</b> inconsistently. Principal needs to <b>delegate</b> more frequently to create a culture of shared leadership where appropriate. Principal struggles to receive <b>formative feedback and constructive criticism positively</b> and <b>demonstrates improvement</b> in performance areas	Principal seldom adheres to <b>ethical standards</b> and seldom acts with <b>integrity</b> . Principal rarely <b>delegates</b> , thus failing to create a culture of shared leadership where appropriate. Principal struggles to receive <b>formative feedback and constructive criticism positively</b> and does not <b>demonstrates</b>
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<b>Standard: 6</b>		previously identified with few exceptions.	previously identified with many exceptions.	improvement in performance areas previously identified.
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### **10. Sample Sources of Evidence**

Signed proof of presentation of State of Florida Professional Conduct principles to school employees, website posting of Diocesan Standards of Ethical Conduct for Lay Employees and Volunteers, handbook reference to where to find Diocesan Standards of Ethical Conduct, PTO/SAC minutes referencing discussion of ethics materials and principles, faculty meeting minutes showing distributed leadership and appropriate delegation of tasks, department and team leadership opportunities for staff, committee chairpersons, SAC and P.T.O. teacher representatives, previous principal evaluation, established goals, accomplishment of goals, presentations made to staff regarding professional conduct and ethics

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