

# HOUSSE Form D Guidance

High Objective Uniform State Standard of Evaluation

<b>DOMAIN 1: Instructional Leadership</b>	
<p>The principal promotes the success of all students by maintaining a culture that supports achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.</p>	
<p><b>Exemplary (5 points)</b></p>	<ul style="list-style-type: none"> <li>● <b>Observations</b> <ul style="list-style-type: none"> <li>➤ Staff looks to the principal as a resource and someone who supports and enhances their professionalism.</li> <li>➤ There is little fear or apprehension of the process and staff views the observation process as an opportunity for growth.</li> <li>➤ Observations, Professional Development Plans (PDPs), and professional development are seamless.</li> <li>➤ Principal participates in larger educational forums and provides meaningful input to others engaged in education and education administration.</li> </ul> </li> <li>● <b>Community/Stakeholder Involvement</b> <ul style="list-style-type: none"> <li>➤ Diversity, culture, and community are visible and celebrated through the curriculum and in the school culture and events.</li> <li>➤ Literature of local interest and, when appropriate, art, technology, and sciences are incorporated seamlessly.</li> <li>➤ The school is visible as an active part of the community.</li> <li>➤ Principal establishes an environment of ownership of the educational process in which staff and community are vested in its continuous improvement.</li> <li>➤ The principal builds a model of community cooperation that can serve as a role model for other schools.</li> </ul> </li> <li>● <b>Data Utilization</b> <ul style="list-style-type: none"> <li>➤ Principal displays initiative and reaches out to staff, school community, and students to explain and interpret data and how those results affect instruction.</li> <li>➤ Principal takes an educational leadership role in the professional community to enhance other schools within and/or outside the district.</li> <li>➤ Principal continuously reflects upon and modifies how data is collected, used, and reported in order to ensure that the stated school goals are met.</li> </ul> </li> </ul>
<p><b>Highly Effective (4 points)</b></p>	<ul style="list-style-type: none"> <li>● <b>Observations</b> <ul style="list-style-type: none"> <li>➤ Observation feedback is highly tailored to each teacher.</li> <li>➤ Reflection notes are unique and individual throughout each domain.</li> <li>➤ Observations lack bias and can easily be cross-checked by a third party for reliability and validity.</li> <li>➤ Observations and professional development plans are congruous and continue to challenge staff toward mastery.</li> </ul> </li> <li>● <b>Community/Stakeholder Involvement</b> <ul style="list-style-type: none"> <li>➤ To ensure sensitivity to all stakeholders, principal makes a notable and thorough effort to include community in formative educational and extracurricular processes.</li> <li>➤ Principal engages in systematic processes, making the school a central part of the community.</li> </ul> </li> </ul>

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<p><b>Highly Effective (cont.)</b></p>	<ul style="list-style-type: none"> <li>➤ During and after school hours, public forums are routinely offered and are well attended.</li> <li>➤ With special attention to recruitment of groups that are not usually involved, principal establishes mechanisms for outreach to all stakeholders.</li> <li>• <b>Data Utilization</b> <ul style="list-style-type: none"> <li>➤ Principal maintains a structured system of data acquisition and storage.</li> <li>➤ Data is readily available at various content depths.</li> <li>➤ Principal makes public such data and the way it is used in the decision- making process of the school.</li> <li>➤ Principal has plans for the accomplishment of strategic school goals that are related to student achievement, articulates the steps to reach those goals, and has an ongoing evaluation process to ensure their successful implementation.</li> </ul> </li> </ul>
<p><b>Effective (3 points)</b></p>	<ul style="list-style-type: none"> <li>• <b>Observations</b> <ul style="list-style-type: none"> <li>➤ Observations are accurate and constructive.</li> <li>➤ Principal performs comprehensive staff evaluations and provides timely and actionable feedback to the teacher.</li> <li>➤ Comments are helpful and open the pathway for achievable and measurable improvement.</li> </ul> </li> <li>• <b>Community/Stakeholder Involvement</b> <ul style="list-style-type: none"> <li>➤ Principal accommodates local educational and community culture.</li> <li>➤ Principal makes curricular, school event calendar, and operational decisions with feedback from stakeholders and in consideration of local community and culture.</li> <li>➤ Artifacts such as meeting notes and next steps/action plans are available and, when appropriate, are available through public medium such as the school website.</li> </ul> </li> <li>• <b>Data Utilization</b> <ul style="list-style-type: none"> <li>➤ Principal explains educational data to others and uses it in a formative fashion throughout the school year.</li> <li>➤ Principal uses educational data in a regular and flexible cycle to improve curriculum and instructional delivery in the school.</li> <li>➤ Principal has public means of collecting and utilizing data/input from the community, staff, and other stakeholders regarding school operations.</li> <li>➤ Artifacts support the instructional practices and/or curriculum that are implemented in the school.</li> <li>➤ Principal has plans for the accomplishment of student achievement based strategic school goals and can articulate the steps to reach those goals.</li> </ul> </li> </ul>
<p><b>Minimally Effective (2 points)</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Observations</b> <ul style="list-style-type: none"> <li>➤ Observations are basic and clinical.</li> <li>➤ Principal performs observations as a matter of rote.</li> <li>➤ The observations contain essentially accurate information, but the counsel in the process is not specific to the observation.</li> </ul> </li> </ul>

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<b>Minimally Effective (2 points)</b> (cont.)	<ul style="list-style-type: none"><li>➤ <b>Community/Stakeholder Involvement</b><ul style="list-style-type: none"><li>➤ Principal allows the school community to have an audience, but suggestions and feedback have minimal impact on school decisions or initiatives.</li></ul></li><li>• <b>Data Utilization</b><ul style="list-style-type: none"><li>➤ Principal knows where to locate educational data and can approximate the information it contains.</li><li>➤ Data is not a constant driving force in the curriculum or leadership process.</li><li>➤ Principal does not have strategic goals in place at the school or has goals that are not related to student achievement.</li></ul></li></ul>
<b>Ineffective (1 point)</b>	<ul style="list-style-type: none"><li>• <b>Observations</b><ul style="list-style-type: none"><li>➤ Observations are off topic and/or inaccurate.</li><li>➤ Principal is disengaged or minimally engaged in the observation process.</li><li>➤ Principal’s observation notes are incorrect or fabricated.</li></ul></li><li>• <b>Community/Stakeholder Involvement</b><ul style="list-style-type: none"><li>➤ Principal disregards or minimally engages school community in the learning process and makes leadership decisions without regard to the relative culture of the community and/or students.</li><li>➤ Principal does not seek stakeholder feedback concerning instructional improvement.</li><li>➤ Community events and/or extracurricular activities overshadow the educational process.</li></ul></li><li>• <b>Data Utilization</b><ul style="list-style-type: none"><li>➤ Principal disregards educational data or cannot comprehend it.</li><li>➤ Principal does not utilize available data in his/her school.</li><li>➤ Principal cannot interpret school data for stakeholders.</li><li>➤ Principal does not have strategic goals for the school related to student achievement.</li></ul></li></ul>

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<b>DOMAIN 2: Communication</b>	
The Principal uses communication and relationship-building skills to engage the school and larger community in the knowledge of, and advocacy for, equity in meeting the diverse needs of the school community.	
<b>Exemplary (5 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal is a master of building community.</b> <ul style="list-style-type: none"> <li>➤ Takes a role of being the guarantor of school communication.</li> <li>➤ Ensures groups such as PLCs share information with school stakeholders.</li> <li>➤ Takes the initiative to encourage and strengthen forums such as Parent Advisory Committees (PACs).</li> <li>➤ Actively recruits stakeholders to become involved in the school.</li> <li>➤ Is highly accessible and prioritizes for staff and students.</li> </ul> </li> </ul>
<b>Highly Effective (4 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal demonstrates systematic and continuous support through communication and dialogue.</b> <ul style="list-style-type: none"> <li>➤ Maintains an “open door” policy, and individuals are encouraged to approach him/her.</li> <li>➤ Institutes, supports, and monitors small work groups and organizations throughout the school.</li> <li>➤ Maintains an open dialogue with superintendent’s office.</li> <li>➤ Mail and other written communication show thoughtfulness and foresight.</li> <li>➤ Makes appropriate use of technology and innovations to increase communication.</li> </ul> </li> </ul>
<b>Effective (3 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal demonstrates positive leadership using school-wide communications.</b> <ul style="list-style-type: none"> <li>➤ Takes the initiative to develop and encourage school communications.</li> <li>➤ Written and oral communication is clear, understandable, and articulate.</li> <li>➤ Makes public notification as appropriate per local district/charter policy.</li> <li>➤ Takes part in school communications and demonstrates leadership conducive to an open and communicative school culture.</li> </ul> </li> </ul>
<b>Minimally Effective (2 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal demonstrates a basic level of communication and is minimally accessible.</b> <ul style="list-style-type: none"> <li>➤ Generally is available during specific office hours.</li> <li>➤ Will usually conduct interviews, conversations, and dialogues with those who request an audience.</li> <li>➤ Does not regularly attend staff meetings, trainings, Professional Learning Communities (PLCs), instructional -councils, etc.</li> <li>➤ Is ill-prepared at staff meetings and trainings.</li> <li>➤ Communication to staff is basic or vague, lacks details, and is not timely.</li> <li>➤ Attends district or school functions only when directed .</li> </ul> </li> </ul>

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<b>Ineffective (1 point)</b>	<ul style="list-style-type: none"><li>● <b>Principal demonstrates poor communication.</b><ul style="list-style-type: none"><li>➤ Is not accessible.</li><li>➤ Sends impersonal and general emails or none at all.</li><li>➤ Does little or nothing to develop relationships within the school community and the larger community.</li><li>➤ Does not attend small group or team meetings within the school</li><li>➤ Communicates poorly with superiors or withholds information from them.</li></ul></li></ul>
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<b>DOMAIN 3: Professional Development</b>	
The principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.	
<b>Exemplary (5 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal is masterful at creating and implementing the ideal PD opportunities for the entire teaching staff</b> <ul style="list-style-type: none"> <li>➤ Promotes a reflective discourse with teachers throughout the PDP process, allowing for feedback and development of future goals.</li> <li>➤ Creates a school environment/culture that embraces professional development as a collaborative school improvement practice.</li> <li>➤ Encourages highly effective teachers, based on their area of expertise, to facilitate PD for other staff members, who would benefit from instruction in those areas.</li> </ul> </li> </ul>
<b>Highly Effective (4 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal demonstrates a systematic and on-going approach to instituting effective PD for the entire teaching staff.</b> <ul style="list-style-type: none"> <li>➤ Uses a variety of strategies to support staff in the successful completion of goals established in the PDP.</li> <li>➤ Strategically schedules time for teachers to work on collaborative professional development.</li> <li>➤ Researches and implements innovative professional development, directly addressing needs identified by staff and administrators.</li> </ul> </li> </ul>
<b>Effective (3 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal demonstrates positive leadership in establishing PD</b> <ul style="list-style-type: none"> <li>➤ Collaborates with teachers to create a focused PDP based upon school and teacher goals that include focused, relevant PD.</li> <li>➤ Works with staff to create a menu of PD relevant to the school's goals.</li> <li>➤ Participates in and implements strategies/ideas for school-wide PD.</li> </ul> </li> </ul>
<b>Minimally Effective (2 points)</b>	<ul style="list-style-type: none"> <li>● <b>Principal demonstrates a basic level of PD leadership.</b> <ul style="list-style-type: none"> <li>➤ Advises teachers to develop a PDP and provides minimal input before signing off on it.</li> <li>➤ Does not follow through with staff input on obtaining professional development.</li> <li>➤ Does not actively participate in the PD he/she brings to the school campus.</li> </ul> </li> </ul>
<b>Ineffective (1 point)</b>	<ul style="list-style-type: none"> <li>● <b>Principal demonstrates poor leadership in teachers' professional development (PD).</b> <ul style="list-style-type: none"> <li>➤ Expects teachers, without guidance, to create a Professional Development Plan (PDP) and merely signs off on it.</li> <li>➤ Does not allow for input from staff in determining and obtaining professional development.</li> <li>➤ Does not attend the PD he/she brings to the school campus.</li> </ul> </li> </ul>



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<b>DOMAIN 4: Operations Management</b>	
The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.	
<b>Exemplary (5 points)</b>	<ul style="list-style-type: none"> <li>• <b>Principal demonstrates innovative and masterful management skills.</b> <ul style="list-style-type: none"> <li>➤ Actively engages staff and participates in promoting safe school environments.</li> <li>➤ Actively engages stakeholders in school cleanliness and in maintaining a hazard-free environment.</li> <li>➤ Properly utilizes all fiscal and non-fiscal resources at the school, including business and community resources, to improve student achievement.</li> <li>➤ Consistently implements a plan for utilizing fiscal and/or non-fiscal school-related resources at the school, and leverages them for extended impact on the school beyond the original scope.</li> </ul> </li> </ul>
<b>Highly Effective (4 points)</b>	<ul style="list-style-type: none"> <li>• <b>Principal demonstrates proactive and results oriented management skills.</b> <ul style="list-style-type: none"> <li>➤ Proactively promotes and implements school or district policies that provide for a safe school environment .</li> <li>➤ Invites stakeholder participation in promoting school cleanliness and ensuring there are no hazards to children .</li> <li>➤ Consistently implements a plan for utilizing fiscal and/or non-fiscal school-related resources at the school, and seeks opportunities to reallocate resources to better serve the school.</li> </ul> </li> </ul>
<b>Effective (3 points)</b>	<ul style="list-style-type: none"> <li>• <b>Principal demonstrates positive management skills.</b> <ul style="list-style-type: none"> <li>➤ Consistently implements school or district policies that provide for a safe school environment.</li> <li>➤ Ensures that the school is visibly clean and there are no hazards to children</li> <li>➤ Has a plan for utilizing fiscal and/or non-fiscal school-related resources at the school, and implements it consistently .</li> </ul> </li> </ul>
<b>Minimally Effective (2 points)</b>	<ul style="list-style-type: none"> <li>• <b>Principal demonstrates a basic level of school management skills.</b> <ul style="list-style-type: none"> <li>➤ Does not consistently implement school or district policies that provide for a safe school environment</li> <li>➤ There are areas of the school that are visibly unclean and may present hazards to children</li> <li>➤ Has a plan for utilizing fiscal and/or non-fiscal school-related resources at the school, but there is no evidence of implementation.</li> </ul> </li> </ul>
<b>Ineffective (1 point)</b>	<ul style="list-style-type: none"> <li>• <b>Principal demonstrates poor management skills.</b> <ul style="list-style-type: none"> <li>➤ Does not implement school or district policies that provide for a safe school environment.</li> <li>➤ The entire school is visibly unclean and may present hazards to children</li> <li>➤ Does not have a plan for utilizing fiscal and/or non-fiscal school-related resources at the school .</li> </ul> </li> </ul>



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<b>DOMAIN 5: Scope of Responsibility in Secondary Schools</b>	
<p>The middle school and high school principal develop, support, encourage, and supervise programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the school community.</p>	
<p><b>Exemplary (5 points)</b></p>	<ul style="list-style-type: none"> <li>• <b>Principal has established a school of excellence and a culture of high expectations and performance.</b> <ul style="list-style-type: none"> <li>➤ Principal strategically sets forth a plan that includes a majority of students in academic organizations, extracurricular activities, and athletics.</li> <li>➤ The school is a model of 21<sup>st</sup> century learning. Staff and principals build capacity by developing and presenting PD within their school and disseminating it to other educational entities.</li> <li>➤ Principal has implemented a process and created a school culture where all students are expected to plan for college and careers.</li> <li>➤ The school clearly reflects a culture where all stakeholders take ownership of continuous improvement and growth.</li> </ul> </li> </ul>
<p><b>Highly Effective (4 points)</b></p>	<ul style="list-style-type: none"> <li>• <b>Principal actively supports extracurricular activities and strategically plans for technology, college or career readiness, and community involvement.</b> <ul style="list-style-type: none"> <li>➤ Principal attends most school functions, provides support for academic organizations, and actively encourages students to participate in extracurricular activities and athletics.</li> <li>➤ Curriculum is adjusted and modified as needed to support 21st century skills. Professional development is a common practice where teachers and principals continually build capacity.</li> <li>➤ Principal presents evidence that students have been involved in the long-term planning of their educational goals and that a systematic process is in place that provides for individual student intervention and enrichment plans.</li> </ul> </li> <li>• The school is making measurable/predictable growth on items such as attendance, graduation rates, college enrollment, and retention. Community and parents are actively involved in the on going process of educational improvement.</li> </ul>
<p><b>Effective (3 points)</b></p>	<ul style="list-style-type: none"> <li>• <b>Principal actively supports extracurricular activities, technology, college or career readiness, and community involvement.</b> <ul style="list-style-type: none"> <li>➤ Principal attends most school functions, encourages students, and provides some support for academic organizations, extracurricular activities, and athletics.</li> <li>➤ Principal implements adopted curriculum, builds capacity through school-wide professional development, and promotes 21<sup>st</sup> century learning skills.</li> <li>➤ Principal engages students in long-term planning of their educational goals. The school has various systems in place to meet the needs of all students.</li> <li>➤ Principal communicates with parents and community to gather input, so school functions can be tailored to benefit the student.</li> </ul> </li> </ul>





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<b>Minimally Effective (2 points)</b>	<ul style="list-style-type: none"><li>• <b>Principal provides some support for extracurricular activities, technology, college or career readiness, and community involvement.</b><ul style="list-style-type: none"><li>➤ Principal has a schedule and attends some of the extracurricular activities.</li><li>➤ Principal ensures that the school and students have access to technology. There is some movement to update the curriculum and instill skills such as digital literacy, develop students' critical thinking, and explore career options.</li><li>➤ There is an order and pattern to scheduling and planning, but it is not student-centered .</li></ul></li><li>• Principal takes and implements some input from educational stakeholders.</li></ul>
<b>Ineffective (1 point)</b>	<ul style="list-style-type: none"><li>• <b>Principal provides little or no support for extracurricular activities, technology, college or career readiness, and community involvement.</b><ul style="list-style-type: none"><li>➤ Principal chooses to have no active role in extracurricular activities.</li><li>➤ Principal is disconnected from industry and scholastic trends concerning technology and curriculum.</li><li>➤ There is no apparent order or systematic approach to planning and student scheduling.</li><li>➤ Input from advisory boards, parents, and other educational stakeholders is non-existent.</li></ul></li></ul>