

Midyear Check-In for Evaluation

The midyear check-in between the principal and the supervisor provides an opportunity to monitor and adjust the principal's progress with the APGP, share initial VAL-ED and observation results, and allow the supervisor and principal to discuss any adjustments to practice or resources needed to ensure that the principal meets goals by the end of the year. The conversation will focus on supports needed rather than on changing the goals themselves. The conversation will include checks on the principal's APGP and each of the measures used in the evaluation. At the end of the conversation, the principal and supervisor sign and date the checklist.

Sharing VAL-ED Results

- What is the VAL-ED response rate for teachers?
- What is the overall VAL-ED score?
- What is the overall VAL-ED score for each of the core competencies?
- What is the overall VAL-ED score for each of the key processes?
- What are the principal's strengths, according to the core competency and key processes scores?
- What are the principal's weaknesses, according to the core competency and key processes scores?
- What are the differences in perspective on principal practice, as displayed by teacher, principal, and supervisor ratings?
- What are the areas of improvement that can be addressed between midyear and final VAL-ED administration?
- Do the VAL-ED scores reflect APGP learning goals?
- Does the APGP need to be adjusted on the basis of this conversation?
- How can the supervisor assist the principal?

Sharing Observation Results

- How did the principal rate him- or herself on the observation?
- What are the areas of strength, according to the principal?
- What does the principal need to work on, according to the principal?
- How does the supervisor's observation reflect the principal's assessment of performance?
- What differences, if any, are there in supervisor and principal scores?
- Why are those differences apparent?
- What can the principal do to improve?

- How can the supervisor assist the principal?
- Does the APGP need to be adjusted on the basis of this conversation?

Checking on APGP Progress

- Which action steps has the principal completed?
- Were there any challenges to completing the action steps?
- Does the principal need to add any action steps or revise the current action steps?
- Have the resources provided during the first semester proved helpful? What additional resources can the supervisor provide?
- What evidence has been collected already to show the principal's progress toward meeting the goals? What further evidence will be collected? Is the timeline for future evidence collection still appropriate?
- What changes, if any, have occurred in the school and district environment that might affect the principal's ability to meet goals by the end of the year?
- Do both the principal and the supervisor feel that the principal is on track to meet goals by the end of the year? If not, what changes can the principal make or what additional supports can the supervisor provide to address concerns?

Checking on Portfolio Progress

- Do the artifacts provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
- When necessary, have the principal and supervisor shared additional information about artifacts that are not clear evidence when taken in isolation? What other information needs to be shared so that the supervisor can evaluate the artifacts fairly?
- What evidence do the artifacts collected at this point suggest about the principal's mastery of standards? If the evidence suggests that the principal is not meeting standards, what changes in practice can the principal make or what additional supports can the supervisor provide?
- Do the artifacts collected so far provide evidence addressing all or most of the standards? If the current artifacts suggest that not all standards will be covered, what changes can be made to ensure that sufficient evidence will be collected by the end of the year?
- Are there steps that the principal should take to change prior practice and make the artifacts stronger evidence?

Planning for Evaluation Completion

- When might be a good time for the supervisor to conduct a second observation?

- Has contact between the supervisor and the principal gone according to plan? What concerns do the participants have about the nature of communication between them so far? Do plans for regular communication need to be adapted for the second semester?
- Will there be any additional target dates for activities related to the APGP or elements of the evaluation process?
- Is the point person in place for the VAL-ED survey, and have dates been confirmed? What other details need to be considered before survey administration?

Closing

- Is there anything that needs further clarification?
- Do both the principal and the supervisor still understand and accept the plan?
- Are there any questions or concerns that need additional discussion at a later date?