

Principal Evaluation Systems

Process

All Frederick County Public Schools (FCPS) principals, assistant principals, supervisors and curriculum specialists are evaluated at least twice in a five-year period, in accordance with the negotiated agreement between the Board of Education and the Frederick County Administrative and Supervisory Association (FCASA). Evaluations are conducted by the employee's immediate supervisor and can be conducted on a more frequent basis as determined by the evaluator or at the request of the employee. Principals are evaluated by the instructional director assigned to their school.

The evaluation process includes employee self-assessment, quarterly conferences, and data reviews. Performance and perception data reviewed as part of principals' evaluations include:

- Adequate Yearly Progress (AYP status)
- Local School Profile (Volume II of the Annual Progress Report)
- Annual survey of School Performance Indicators (tabulations and comments)
- Biennial survey of Family School and Community Involvement

The formal written evaluation includes both a checklist tied to the position description and a detailed narrative, resulting in a determination that the employee is performing at one of two levels of performance: "satisfactory" and "unsatisfactory." At the evaluation conference, goals are established to reflect needs identified by the evaluator and those determined by the employee through the self-assessment process.

Professional Development

The professional development provided to building administrators begins with a formal "aspiring leaders" series of workshops and internships for individuals interested in leadership positions. Newly hired or promoted principal and assistant principal attend monthly professional development sessions providing orientation to system departments and resources, and building administrators' role in accessing programs and services needed by their staff and students.

Administrative Leadership (AL) meetings are conducted on a bimonthly basis to provide the superintendent of schools and appropriate executive staff to provide principals, supervisors, and directors with ongoing professional development about system and school performance trends, recommended strategies and interventions, and plans for the future. Principals meetings are conducted in the alternate months to provide more intense focus on school-level priorities and interventions. Consistent with established best practice in professional development, both types of sessions provide opportunities for participants to identify topics of need and interest.

As referenced in the goal setting process referenced above, targeted professional development may result from the evaluation of individual administrators. That targeted professional development may include, as appropriate, additional coursework, mentoring, and increased monitoring by the evaluator.

Compensation

Principals' salaries and benefits are determined by the FCASA negotiated agreement. Salaries are tied to the type of school and tenure as an administrator.

Promotion

Promotion from a teaching to administrative position, or to a higher level administrative position, is based on multiple factors including credential review, recommendations from current and previous supervisors, performance in current and previous positions, and the actual interviews.

Retention and Removal

Principals' evaluation results are used in the retention and removal process. As referenced above, intensive assistance and targeted professional development is provided to principals struggling to meet expected performance levels, well before the point of considering removal. Retaining effective employees—teachers and administrators—is a major area of focus. To that end, biennial employee satisfaction surveys are conducted, with cross-tabulations by employee group and periodic focus group sessions to identify areas of need and interest.