

# 2023-2024

## Diocese of Wheeling- Charleston Principal Growth Model



The Catholic school communities of the Diocese of Wheeling-Charleston are committed to providing quality education in the Catholic tradition for all students in a nurturing Christ-centered environment.

We accompany families in challenging children to recognize, develop and share their

God-given gifts and talents.



# Diocese of Wheeling-Charleston Catholic Schools

Administrator:

Title/Building:

Pastor/Designate Pastor of School:

Date:

School Year: 2023-2024

Supervisor:

Superintendent of Catholic Schools:

Date:

Goals Due to Superintendent (with Signature of School Pastor):

Up-dates Due:

September 2023 (Initial Goals Established)

February 2024 ( Mid-Term Goal Review)

May 30, 2024 (Final evaluation must be signed and completed by the Priest. June 30th- Submit to DOCS)

Goals Reviewed/Submitted to School Pastor on (date):

## **Instructions:**

The performance review should be an on-going process between the pastor/designate pastor/president and the principal for the purpose of promoting the long term professional growth of the principal. This document should be used as a basis of conversation throughout the year, with the actions below happening by the specific dates:

**September**-The pastor/designate pastor/president should meet at least once formally with the principal to discuss where the principal currently falls in each of the categories and to review the process of system-wide, school and personal goals set for the year. Other meetings may be scheduled throughout the year.

**February**-The pastor/designate pastor/president should complete the performance goal mid-term review with the principal, sending one copy to the Superintendent, giving one copy to the principal, and placing one copy in the principal's local personnel file.

**April 1**- The pastor/designate pastor/president must make contract decisions by this date unless written notice is given to the principal and the Superintendent is notified.

1. Before meeting to complete the performance review (prior to September) the principal should complete the Goals worksheet and return it to the pastor/designate pastor/president.
2. At the meeting held prior to February, the pastor/designate pastor/president can use the Goals Worksheets as a starting point for the performance review conversation.
3. The principal should also recommend personal professional development goals based on the evaluation. These goals can be modified based on the ensuing discussions during the performance review. The pastor/designate pastor/president should review, possibly modify, and accept the personal professional development plan of the principal.

**May 30**- Final evaluation must be signed and completed by the Priest. June 30th- submit to DOCS

On the evaluation are listed the responsibilities of the principal. An explanation of what the principal should accomplish to merit each performance level (Exceeds, Meets, and Needs Improvement) is stated above the merit indicators. The pastor/designate pastor/president should mark the one performance level that corresponds most closely to the level at which the principal is performing. The pastor/designate pastor/president may ask the principal to talk through each area of responsibility and may ask for evidence to support the performance level. The performance evaluation may be completed over several sessions. Comments and other areas of commendation or concern may be listed on the designated pages of the document.

If the "Needs Improvement" level is indicated, the principal must develop an Action Plan indicating the time frame, specific actions, and measurable results necessary to address the issue. Principals need to show successful completion of the plan in the timeline indicated to be eligible for continued employment. There should be regularly scheduled reviews of progress toward the plan. The Superintendent may serve as a resource before or help during the performance review process.

## **Performance Level Descriptors:**

**EXCEEDS:** Performance level indicates the principal has gone beyond the expectations of the position

**MEETS:** Performance level indicates that the principal is meeting the expectations of the position.

**NEEDS IMPROVEMENT:** Performance level indicates that the principal is not meeting the job expectations for that area of responsibility.

# Catholic School Principal

## Job Description

According to Policy 2212.3 of Diocesan policy for Catholic Schools, the principal will serve as administrator, spiritual leader, financial manager and chief academic officer. The principal's responsibilities include, but are not limited to: curriculum, staff development, facilities, sports, finances and all day-to-day operations of the school. The principal reports to the Pastor/Designated Pastor/President of the school.

***The Principal understands that this is a ministerial position at a religious institution and that there is within the Catholic Church a body of officially taught and commonly accepted beliefs, the communication of which is a fundamental purpose and mission of a Catholic School and that its students and staff have a right to expect such communication implicitly and explicitly from its president, principal and teachers regardless of the subject areas, grades, or courses being taught.***

### Qualifications:

- Practicing Catholic
- Committed to Catholic education and the core values of Catholic Schools
- Committed to the leadership capacity within Catholic Schools
- Should be certified or eligible for certification in the state of West Virginia
- Master's degree or related work experience preferred

### Responsible to:

Pastor/Designated Pastor and or President of the school

### Performance Responsibilities:

#### General Duties: Chief Academic Officer

As the chief academic officer the principal will fulfill administrative duties including but not limited to those required as the leader of the school:

- Spiritual Leader:
  - Ensures a strong Catholic identity in the school working with teachers, students and their families to continually build the faith community.
- Instructional Leader:
  - Ensures academic excellence driven by a variety of teaching and learning strategies.
  - Guides teachers to use data to make instructional decisions.
  - Is the chief communicator of the school to families.
- Managerial Leader:
  - Manages the school staff including teachers and other school personnel.
  - Ensures staff is continually focused on school improvement through the accreditation process.

- Facility Manager:
  - Oversees the management of the school facility.
- Financial Manger
  - Oversees the management of finances

Day to day school decisions will be the responsibility of the school principal. Regular meetings with the pastor/designated pastor must occur. Working as a team will be essential to the success of the impact that the leadership will have on the school community.

# ADMINISTRATIVE PLANNING AND EVALUATION REPORT

This evaluation tool contains six categories with descriptors under each. The administrator will be evaluated using bulleted comments and narrative.

## I. **Spiritual Leadership**

The following documents may help to review this section: mission statement and meeting notes, family education materials and invitations to participate, list of liturgies/prayer services, religion professional development, list of certified catechists, religion curriculum documents, conflict management procedures, parent survey results

### **Key Indicators:**

- a. **Demonstrates vision and provides spiritual leadership that appropriately involves the school community in the creation of shared beliefs and values.**

\_\_\_EXCEEDS \_\_\_MEETS \_\_\_NEEDS IMPROVEMENT

**Comments:**

## II. Educational Leadership

### Key Indicators

The following documents may help to review this section: student assessment data, class schedules, RTI plan, intervention/support examples, meeting minutes with data, curriculum documents, faculty handbook, lesson plans, assessments showing links to objectives, professional development plans, teacher evaluations and documentation, teacher certification, extracurricular policies/procedures

- a. **Demonstrated vision and provides leadership that appropriately involves the school community in the creation of shared beliefs and values.**
- b. **Conducts needs assessments and uses data to make decisions and to plan for school/department improvements.**
- c. **Identifies, pursues, and creatively coordinates the use of available human, material and financial resources to achieve the school's mission and goals.**
- d. **Understands the dynamics of change and change process: (1) Is knowledgeable about change, (2) Is able to assess the organization's readiness for change and (3) understand the dynamic of resistance to change and how it can be reduced.**

**EXCEEDS**     **MEETS**     **NEEDS IMPROVEMENT**

Comments:



### III. Communications Skills

The following documents may help to review this section: family and staff handbooks, parent communications, website updates, results of satisfaction survey/listening sessions, discipline examples, samples of student/staff files, calendar, examples of shared leadership

#### Key Indicators

- a. **Articulates beliefs persuasively, effectively explains decisions, checks for understanding, and behaves in ways that reflect these beliefs and decisions.**
- b. **Writes and speaks clearly and concisely so the message is understood by the intended audience.**
- c. **Uses appropriate communication modes, including current technologies to communicate the school's philosophy, needs, mission, and accomplishments.**
- d. **Demonstrated skills in listening, as well as giving and receiving feedback.**

\_\_\_ EXCEEDS \_\_\_ MEETS      \_\_\_ NEEDS IMPROVEMENT

Comments:

#### IV. Curriculum & Instruction

##### Key Indicators

The following documents may help to review this section: student assessment data, class schedules, RTI plan, intervention/support examples, meeting minutes with data, curriculum documents, faculty handbook, lesson plans, assessments showing links to objectives, professional development plans, teacher evaluations and documentation, teacher certification, extracurricular policies/procedures

- a. **Convenes staff to review implementation of the curriculum framework and common core of learning on a regular basis.**
- b. **Encourage students and staff to participate in activities that enhance and complement what is learned in the classroom and provides varied support strategies.**
- c. **Engages staff in the study and practice of effective teaching strategies.**
- d. **Works with staff to create an effective professional development plan.**
- e. **Ensures that all assessment criteria and procedures are completed.**

EXCEEDS       MEETS       NEEDS IMPROVEMENT

Comments:

## V. Evaluation

The following documents may help to review this section: student assessment data, class schedules, RTI plan, intervention/support examples, meeting minutes with data, curriculum documents, faculty handbook, lesson plans, assessments showing links to objectives, professional development plans, teacher evaluations and documentation, teacher certification, extracurricular policies/procedures

### Key Indicators

- a. **Uses both formative and summative evaluations that include observation, conferencing, and collaboration skills.**
- b. **Documentation on completion of evaluations process for staff has been provided**

\_\_\_\_ EXCEEDS      \_\_\_ MEETS      \_\_\_\_ NEEDS IMPROVEMENT

Comments:

## VI. Organization & Management

The following documents may help to review this section: board/advisory council information and minutes, strategic plans; school, parish, technology, visions, goals, budget, outside funding sources, financial statements, tuition collection rates and plan, scholarship policies and information, financial policies/procedures, enrollment trends/plans/results, advancement plan/results, building plan and safety reports, crisis management plan

### Key Indicators

- a. **Selects, assigns, and organizes staff in a way that assures the greatest potential for clarifying and accomplishing the school's mission.**
- b. **Ensures that building level decisions and procedures be consistent with Diocese policy, contract agreements, and governing laws and regulations.**
- c. **Works with staff and community to create and maintain a safe and orderly learning environment.**
- d. **Develops and implements equitable and effective schedules, budgets, and timelines.**

\_\_\_EXCEEDS    \_\_\_MEETS    \_\_\_NEEDS IMPROVEMENT

Comments:

**Summary:**

**Signature of Acknowledgement**

**Principal Signature** \_\_\_\_\_ **Date**

**School Pastor/Designate Pastor/President** \_\_\_\_\_ **Date**

## Principal Comments:

Principal Signature:

Date:

Superintendent Signature:

Date:

Pastor/Designate Pastor/President Signature:

Date:

PROFESSIONAL GROWTH PLAN: Goal #1

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal One:	Action Steps:	Timeline:	Evidence of progress toward success:	Peer Coach/Mentor:

# PROFESSIONAL GROWTH PLAN: Goal #2

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal Two:	Action Steps:	Timeline:	Evidence of progress toward success:	Peer Coach/Mentor:



# PROFESSIONAL GROWTH PLAN: Goal #3

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal Three:	Action Steps:	Timeline:	Evidence of progress toward success:	Peer Coach/Mentor:





