

Teacher and Principal evaluation are important elements in Success for All’s whole-school turn around model.

Principal Assessment Procedure

If the school has a principal that has been appointed within the past two years, the SFAF consultant will work with the district leadership to assess the principal’s skills and sense of urgency for turning the school around. This assessment will include observation of the principal’s analysis of school data and instructional walk-throughs and coaching skills. If both the district and the SFAF consultant have confidence in this principal, she/he will be retained. If the principal lacks the confidence of the district and/or the SFAF consultant, SFAF will work with district leadership to identify and a new principal.

After SFAF, in collaboration with the district, has made a decision on the principal, the foundation will implement the following tasks to evaluate the existing principal:

1. Continually monitor progress toward measurable targets.
The school’s SFAF leadership consultant will visit the school for assessment visits to complete the following actions:
 - Observation in classrooms and school community.
 - Coaching and support for school leaders about school progress and implementation of instructional and organizational practices.
 - Facilitation of data dialogues with communities of teachers.
2. Conduct quarterly assessment visits to assist school leadership and staff in the management and effective use of assessment data.

SFAF consultants will perform the following tasks in order to evaluate teachers’ and school leaders’ performances:

1. SFAF’s leadership consultant will work with each school’s leadership team to develop an achievement plan establishing specific targets for student achievement.
2. Train and support school leadership and staff in the implementation of the baseline benchmark assessment to better monitor the progress of specific classes and students, so they can target interventions.
3. Analyze school data to develop an achievement plan with measurable targets.
4. Conduct quarterly assessment visits to assist school leadership and staff in the management and effective use of assessment data.
5. Provide performance incentives for teachers.
6. Assist with the facilitation of professional learning community meetings to support the Success For All comprehensive reading program curriculums and effective instructional practices.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf .