**Improving Principal Performance**

**Training Materials Overview**

Supporting principals is essential to the success of schools. Resources are needed to assist principals in growing professionally. Sometimes additional support is required to help principals develop so that they can meet the performance standards for their schools. These training materials provide activities, briefs, and resources designed to help evaluators become more effective in helping principals improve their performance.

|  |  |  |
| --- | --- | --- |
| **Materials** | **Overview** | **Page Number** |
| **Explanation** | Excerpt from the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* | This excerpted document from the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* provides an overview of the tools administrators may use to address a principal’s specific needs or desired areas for professional growth. | 6-2 |
| **Activity** | Remediation: A Tale of Two Principals | Participants read about two principals who have problems that could result in dismissal. They discuss potential remediation actions. | 6-9 |
| **Briefs** | Brief on Using Teacher Evaluation to Improve Principal Performance | The brief discusses the importance of feedback and how principal evaluation is connected to principal improvement in the new evaluation system. | 6-12 |
| Brief on How to Conduct a Successful Evaluation Conference | The brief explains what an evaluation conference is, why it is important, and what makes an evaluation conference effective. | 6-15 |
| **Resources** | Conferencing Skills | This document provides tips for evaluators on ways to make conferences with principals more effective. | 6-17 |

## **Part 6: Improving Principal Performance**

***(Excerpt from the*** [***Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals***](http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_principals.pdf)***)***

Supporting principals is essential to the success of schools. Resources are needed to assist principals in growing professionally. Sometimes additional support is required to help principals develop so that they can meet the performance standards for their schools.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a division-level discussion between the evaluator and the principal. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a principal of performance that *requires* improvement due to less-than-proficient performance.

The tools may be used independently of each other. Figure 6.1 highlights key differences between the two processes.

*Figure 6.1: Two Tools to Increase Professional Performance*

|  |  |  |
| --- | --- | --- |
|  | **Support Dialogue** | **Performance Improvement Plan** |
| **Purpose** | For principals who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth | For principals whose work is in the “Developing/Needs Improvement” or “Unacceptable” categories |
| **Initiates Process** | Evaluator or principal | Evaluator |
| **Documentation** | Form Provided: NoneMemo or other record of the discussion/other forms of documentation at the division level | Form Required: *Performance* *Improvement Plan*Division levelSuperintendent is notified |
| **Outcomes** | Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the principalIn some instances — little or no progress — the employee may be moved to a *Performance Improvement Plan* | Sufficient improvement — recommendation to continue employmentInadequate improvement — recommendation to continue on *Performance Improvement Plan* OR dismiss the employee |

**Support Dialogue**

The *Support Dialogue* is initiated by evaluators or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing principals. The option for a *Support Dialogue* is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal’s growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

*Figure 6.2:* *Sample Prompts*

|  |
| --- |
| **Sample Prompts for the Initial Conversation***What challenges have you encountered in addressing \_\_\_\_\_\_\_\_ (tell specific concern)?**What have you tried to address the concern of \_\_\_\_\_\_\_ (tell specific concern)?**What support can I or others in the division provide you?***Sample Prompts for the Follow-up Conversation***Last time we met, we talked about \_\_\_\_\_\_\_\_ (tell specific concern). What has gone well?* *What has not gone as well?* |

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a principal seeking self-improvement, the evaluator and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For principals for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the principal’s practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

Sample: Support Dialogue Form Page 1 of 1

**SAMPLE: Support Dialogue Form** *(optional)*

*Directions: Principals and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.*

**What is the area of targeted support?**

**What are some of the issues in the area that are causing difficulty?**

**What strategies have you already tried, and what was the result?**

**What new strategies or resources might facilitate improvement in this area?**

Principal’s Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance Improvement Plan**

If a principal’s performance does not meet the expectations established by the school division, the principal will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a principal in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a principal whose professional practice would benefit from additional support. Additionally, a *Performance* *Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

* A principal receives two or more “Not Evident” ratings at the interim review;
* A rating of “Developing/Needs Improvement” on two or more performance standards; or
* A rating of “Unacceptable” on one or more performance standards or an overall rating of “Unacceptable.”

## ***Implementation of Performance Improvement Plan***

When a principal is placed on a Performance Improvement Plan, the evaluator must:

1. Provide written notification to the principal of the area(s) of concern that need(s) to be addressed;
2. Formulate a *Performance Improvement Plan* in conjunction with the principal; and

c) Review the results of the *Performance Improvement Plan* with the principal within established timelines.

Assistance may include:

* Support from a professional peer or supervisor;
* Conferences, classes, and workshops on specific topics; and/or
* Other resources to be identified.

## ***Resolution of Performance Improvement Plan***

Prior to the evaluator making a final recommendation, the evaluator meets with the principal to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the principal is no longer on a *Performance Improvement Plan* and is rated “Proficient*.*”

b) Partial improvement has been achieved but more improvement is needed; the principal remains on a *Performance Improvement Plan* and is rated “Developing/Needs Improvement.”

c) Little or no improvement has been achieved; the principal is rated “Unacceptable.”

When a principal is rated “Unacceptable,” the principal may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the principal is rated “Unacceptable” a second time, the principal will be recommended for dismissal.

## ***Request for Review of an “Unacceptable” Rating***

The principal may request a review of the evidence in relation to an “Unacceptable” rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

Sample: Performance Improvement Plan Form Page 1 of 2

**SAMPLE: Performance Improvement Plan Form**

*(Required for a principal placed on a Performance Improvement Plan)*

**Principal: School:**

**Evaluator: School Year:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance****Standard****Number** | **Performance Deficiencies Within the Standard to be Corrected** | **Resources/Assistance Provided****Activities to be Completed by the Employee** | **Target Dates** |
|  |  |  |  |
|  |  |  |  |
| The principal’s signature denotes receipt of the form and acknowledgment that the evaluator hasnotified the employee of unacceptable performance.Principal’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Initiated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Initiated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

Sample: Performance Improvement Plan Form Page 2 of 2

**Results of Performance Improvement Plan[[1]](#footnote-2)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance****Standard****Number** | **Performance Deficiencies****Within the Standard to be Corrected** | **Comments** | **Review Dates** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Final recommendation based on outcome of Performance Improvement Plan:***

**🞎** The performance deficiencies have been satisfactorily corrected. The principal is no longer on a *Performance Improvement Plan*.

**🞎** Partial improvement has been achieved but more improvement is needed; the principal remains on a *Performance Improvement Plan*.

**🞎** The deficiencies were not corrected. The principal is recommended for dismissal.

Principal’s Name: \_ \_\_\_

Principal’s Signature: Date Reviewed:

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator’s Name:

Evaluator’s Signature: Date Reviewed: \_\_\_\_\_ \_

**Improving Principal Performance**

**Activity**

**Purpose**

The purpose of this activity is to provide evaluators with an opportunity to examine the issues they may face when working with a poor-performing principal. By participating in this activity, evaluators can discuss some of the complex issues involved in working with principals not meeting the standards, as well as some of the pitfalls to avoid.

**Intended Audiences**

These activities are intended for use with division-level administrators who provide feedback to principals.

**Suggested Directions**

Divide participants into small groups. Groups read the scenarios and discuss the questions among themselves. The facilitator then calls on various groups to talk about their responses and a whole group discussion ensues.

***Activity - Remediation - A Tale of Two Principals***

**Remediation – A Tale of Two Principals**

You are a superintendent who is in the second year on the job. It is getting close to the time that you have been dreading — completing all those principal evaluations! You are particularly concerned about two principals: Principal B and Principal C. You review their files and note that they have presented some very real problems that, in the long term, could have the potential for dismissal. You reach for the school division’s policy manual and think about what you have to do next.

**File No. 1:** Principal B is a successful, 15-year principal at Elementary School A. His school has undergone a massive redistricting effort that was long overdue. It has been 20 years since the last one, and the demographics have changed significantly. Up until this change, students were from predominantly upper middle-class families and performed at the top in all divisionwide and state tests. Now the school has a large population of economically disadvantaged students with real deficiencies both academically and economically. Test scores are abysmal.

Last year, you gave Principal B some very specific suggestions for closing the achievement gap. Principal B has attended conferences and seminars on how to do this effectively; he wants to be a strong instructional leader. He has worked with his staff to strengthen best practice instructional strategies. He has worked with the community to acquire supplies and necessities for his students and, in some cases, their families. Unfortunately, even though scores have slightly improved, they are still well below where they need to be for student success. The local school board is concerned.

**1. What would you do with Principal B?**

**2. Are Principal B’s problems remediable?**

**3. Would you change your plan of action if Principal B did not show potential for being a strong instructional leader?**

**File No. 2:** Principal C is in her third year of principalship at Middle School C. She was an assistant principal in another school division prior to this assignment. Principal C is a nice person. She is friendly and has established a good rapport with staff and students alike. She is always willing to stop what she is doing to have a talk with whomever needs it; she has a *very* open door policy.

Principal C has difficulty meeting deadlines. Division requirements just do not seem to get completed in a timely matter. As a result, her school has missed out on various grant opportunities that could have benefitted the school considerably. The school improvement plan, due on October 15, was not presented nor submitted until November 15. When asked about the plan after the deadline had passed, Principal C apologized profusely, but offered no logical explanation. As a result, instructional strategies and goals were late in implementation. Perhaps this is the explanation for the decrease in Standards of Learning test scores in mathematics and English across sixth-, seventh-, and eighth-grades.

A site visit/observation conducted in late November uncovered disturbing trends. Teacher evaluations that were required to be concluded by the end of the school year were not closed until November of the following year. Several teachers rated “Needs Improvement” had not been placed on a *Performance Improvement Plan*. Two *Performance Improvement Plans* from the previous year remained open with no changes in status. There was no documentation noting any conferences with teachers to discuss their progress or status. You counseled Principal C on the importance of and the need to complete procedural obligations in a timely manner. You also noted that these are areas needing improvement under Standard 1— Instructional Leadership and Standard 3–Human Resources Management. Principal C agreed and said she would take immediate actions to rectify the problems.

Your most recent site visit/observation with Principal C found little progress made with the *Performance Improvement Plans*. All four remained the same as the last visit. Principal C just is not responding in a manner that is consistent with acceptable job performance.

1. **What would you do with Principal C?**
2. **Are Principal C’s problems remediable?**

1. **Would you handle Principal C's deficiencies differently than Principal B's? Why or why not?**

**Improving Principal Performance**

**Briefs**

Principal evaluation is more than documenting the quality of principal performance. It is also a means to *improve* principal performance. This section provides two briefs to illustrate how principal evaluation can help principals improve their performance:

Brief #1 explores how to use the results of principal evaluation to provide informative and rigorous feedback on principal improvement.

Brief #2 explains what an evaluation conference is, why it is important, and the characteristics of effective evaluation conferences. It also provides some tips for both evaluators and principals on preparing an effective evaluation conference.

These briefs can be used with evaluators and principals to raise the awareness of how quality principal evaluation can hold both of them accountable for the process and encourage professional growth in the principals being evaluated.

**Brief #1: Using Principal Evaluation to Improve Principal Performance**

**Use evaluation to provide feeDback**

**on principal improvement**

**Why just principal evaluation is not enough?**

Principal evaluation is not an end in itself, but a means to an end — principal improvement. Principal professional growth is one of the essential reasons that a principal evaluation system is designed and implemented.[[2]](#endnote-2) Stronge suggests that:

The evaluation system should reflect the fundamental role that effective communication plays in every aspect of the process. Because the goal of any evaluation system is to ensure that successful job performance continues or to improve less successful performance, effective communication between the evaluator and the principal is essential.[[3]](#endnote-3)

The leadership makes the difference in the quality of principal performance feedback and its use as a vehicle for effectiveness and improvement.

**How is principal evaluation connected to principal improvement according to the *Guidelines*?**

In the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, if a principal’s performance does not meet the expectations established by the school division, the principal will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a principal in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a principal whose professional practice would benefit from additional support. Additionally, a *Performance* *Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

* Principal receives two or more “Not Evident” ratings at the interim review;
* A rating of “Developing/Needs Improvement” on two or more performance standards; or
* A rating of “Unacceptable” on one or more performance standards or an overall rating of “Unacceptable.”

This process requires the evaluators to provide meaningful feedback on principal performance, which should be generated based on the evaluation results and be conducive to principal improvement. A second tool to support principal improvement is the *Support Dialogue*.

**How does the *Support Dialogue* support principal improvement?**

The *Support Dialogue* can be used for both struggling principals and those seeking to target specific areas for improvement. It includes these components[[4]](#endnote-4):

* To be completed in a short period of time (e.g., within six weeks).
* During the initial conference, both the evaluator and the principal share what each will do to support growth.
* To facilitate the improvements, they may elect to fill out the optional *Support Dialogue Form.*
* After the agreed upon-time to support growth and improvement, the evaluator and principal meet again to discuss the impact of the changes.

**What are the characteristics of the *Performance Improvement Plan* and the *Support Dialogue?***

The table below depicts the characteristics of both the *Performance Improvement Plan* and the *Support Dialogue.* These characteristics include: the purpose, the initiator of the process, documentation required, and the expected outcomes.

|  |  |  |
| --- | --- | --- |
|  | Support Dialogue | Performance Improvement Plan |
| **Purpose** | To aid principals who could benefit from targeted performance improvement or who would like to systematically focus on their own professional growth. | To aid principals who receive "Unacceptable" or "Developing/Needs Improvement" ratings in their performance evaluations. |
| **Process Initiated By** | Evaluator or principal | Evaluator |
| **Required Documentation**  | Documentation Required: NoneSupport documentation may include memos or other records of the discussion, and other documentation at the district level (e.g., site visit forms, analysis of student achievement data, or financial audits. | Documentation Required: *Performance Improvement Plan*Superintendent notification |
| **Expected Outcomes** | Performance improvement is documented and the *Support Dialogue* remains ongoing at the discretion of either the evaluator or the principal. If no performance improvement occurs, a *Performance Improvement Plan* may be initiated. | If adequate improvement occurs, the evaluator recommends continued employment of principal. If improvement does not occur or is insufficient, the evaluator may recommend that principal either continue with the *Performance Improvement Plan* or be dismissed from employment. |

**Brief #2: Evaluation Conference**

**How to conduct a successful evaluation conference**

What an evaluation conference is and why it is important

Throughout the principal evaluation process, communication occurs between the evaluators and those being evaluated. However, the formal summative conference is the most significant and high-stakes communication event of the whole process. Essentially the evaluation conference confirms what has been communicated throughout the evaluation period. With regular feedback letting the principal know where he or she has excelled or needs improvement, there should be no surprises in the summary evaluation conference.[[5]](#endnote-5) As early as the 1960s, MacGregor pointed out that an evaluation conference serves multiple purposes for teachers. This is also applicable to principals: [[6]](#endnote-6)

* Administrative: to document performance for use in personnel decision making;
* Informative: to inform the employee about his or her work performance; and
* Motivational: to motivate employees to higher levels of performance.

In addition, a good evaluation conference can also serve problem-solving, strategy-developing, and goal-setting functions.[[7]](#endnote-7)

What makes an evaluation conference effective?

Helm and Maurice suggest that the success of an evaluation conference is contingent on careful preparation, not only by the evaluator but also by the one being evaluated. Though focused on teacher evaluation, these steps have application to principal evaluation as well. The summarized steps that both should take to prepare for an evaluation conference include:[[8]](#endnote-8)

|  |  |
| --- | --- |
| Steps by the Evaluator | Steps by the Principal |
| Set date, time, and place of evaluation conference after confirming with the principal his or her availability at that time. | Collect, organize, and analyze any documentation generated during the evaluation period. |
| Give the principal a copy of the self-evaluation form, requesting that he or she use it for self-appraisal, if applicable. | Review the job description, previously set goals or objectives, and division or school mission statements. |
| Ask the principal to organize, review, and submit any performance documentation collected. | Complete a copy of the evaluation form provided by the evaluator. |
| Ask the principal to be prepared to discuss successes, unmet challenges, factors interfering with his or her best performance, and what the evaluator or school system can do to help the principal achieve his or her goals. | Identify major strengths and successes of the year. |
| Review any job description, previous evaluation, or documentation about the principal’s performance, along with any performance goals that were set for the evaluation period. | Identify any unmet expectations or goals and analyze possible reasons for failure to meet them; pay careful attention to factors both within and outside the principal’s control. |

|  |  |
| --- | --- |
| Steps by the Evaluator | Steps by the Principal |
| Complete a tentative evaluation and prepare notes summarizing the principal’s successes and concerns. | Identify areas for growth (improvement or new directions) and possible goals or objectives for the next year. |
| Plan a “script” for addressing concerns tactfully. | Identify how the evaluator or school system can help the principal achieve greater effectiveness.  |
| Prepare questions to enable the principal to provide meaningful analysis of his or her strengths and areas for improvement. |  |

Helm and Maurice also summarized what literature says about the characteristics of effective evaluation conferences[[9]](#endnote-9):

* Two-way communication: Evaluators who are good listeners can obtain more useful information about principal’s performance and development needs and greater principal commitment.
* Balanced review of past performance and plans to improve future performance: An evaluation conference is more than summarizing past or present performance. It also includes setting performance goals and developing professional growth plans.
* Recognition of principal strengths and successes: Emphasizing what the principal has done well can enhance his or her motivation and morale for better performance.
* Identification and analysis of problems affecting the principal’s performance: Encourage the principal to identify and analyze the reasons for unmet performance expectations. The evaluator also identifies performance problems (overlooked or unconfessed by the principal) tactfully, and pursues joint problem-solving by being willing to give the support the principal needs.
* Principal initiation of goals for the next evaluation cycle: Principal-initiated goal setting can create a sense of ownership and increase commitment to accomplish the goals. Evaluators should also be prepared to offer suggestions when the principal is unwilling or unable to offer them.

**Part: 6**

**Improving Principal Performance**

**Resources**

Conferencing Tip Sheet - This document provides tips for evaluators on ways to make conferences with principals more effective.

**Principal Evaluation Conferencing Skills**

**Establish your evaluation schedule early in the year**

* Observation times
* Make-up observation times
* Conference planning times
* Conference times

**Pre-conference**

* Notify principals in writing of dates
* Choose a neutral site for the conference
* Inform principals of needed materials for the conference
* Review your notes (observation, etc.)
* Establish priorities for the conference

**Conference**

* Establish a comfortable, relaxed atmosphere
* Invite the principal to share his/her self-evaluation first
	+ Strengths
	+ Weaknesses
	+ Major goals/assessment of attainment
	+ Strategies for achieving goals
* Share your perceptions of performance
* Be prepared to offer specific recommendations for ways to improve performance
* Conclude with a summary of main accomplishments and review one or two areas for professional growth

**Post-conference**

* Complete follow-up forms in a timely manner
* File notes/observations/recommendations
* *If it’s not written down, it never happened.*

**Tips**

* Elements of Effective Conferences
	+ Two-way communications (80 percent principal talking and 20 percent evaluator talking)
	+ Balanced review of past performance and future goals
	+ Recognition of specific strengths
	+ Identification and analysis of problems
	+ Principal initiation of goals for next cycle
* Application of Adult Learning
	+ Involve the adult in his/her own learning
	+ Give concrete and specific feedback
	+ Provide clear statements
	+ Elicit the adult’s opinions
	+ Use time efficiently
	+ Suggest further steps to expand skills
* Drawing Out Principal Responses
	+ Practice silence, longer wait time
	+ Ask open-ended questions
	+ Remember to talk less
	+ Probe for realistic reasons for problems
	+ Ask for specific clarification of issues
	+ Concentrate on performance-related issues
* Consider...
	+ Specific opening questions
	+ Facilitating questions
	+ Reflective questions
	+ Growth questions
	+ Closing statements

* Post-conference Reflection
	+ Did you put the principal at ease?
	+ Did you allow and encourage the principal to do most of the talking?
	+ Did you promote honest self-assessment by the principal?
	+ Were you clear about strengths and areas of improvement?
	+ Did the principal “hear” you?
1. [↑](#footnote-ref-2)
2. [↑](#endnote-ref-2)
3. [↑](#endnote-ref-3)
4. [↑](#endnote-ref-4)
5. [↑](#endnote-ref-5)
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