



KPBSD

Effective Leadership

Evaluation Process

School Administrator Evaluation Handbook

June 5, 2017

KPBSD Board of Education Work Session

Who is on your Effective Evaluation Committee?

2017 Effective Leadership Evaluation Committee

Alan Haskins, Susan B. English	Briana Randle, KCHS
Dawn Edwards-Smith, RCA	Robin Dahlman, Kaleidoscope
Tony Graham, So Hi	Rich Bartolowits, Distance Ed./Connections
Margaret Gilman, Nikiski North Star	Kari Dendurent, Homer MS
Stephanie Kobylarz, Parent	Lyn Hohl, School Board
John O'Brien, DO	Melissa Linton, DO
Tim Narvarre, School Board	

Outcomes

- Introduce and review new Professional Standards for Educational Leaders (PSEL) and the research about the qualities of an effective leadership evaluation system
- Review the process the committee used to develop the criteria for the evaluation system
- Explore the Domains and Components of the Effective Leadership System
- Flow Chart, timelines, and system overview

NCTQ: Qualities of an Effective Leadership Evaluation System

1. Designed with the direct involvement of principals and other constituents
2. Educative (growth model, differentiated)
3. Connected to district and state level of support systems
4. Aligned (to extent possible) with teacher and other educator performance assessments
5. Rigorous, fair, and equitable
6. Includes multiple rating categories to differentiate performance
7. Communicates results to principal consistently and with transparency
8. Includes training, support, and evaluation of principal evaluators.

History of our Professional Standards

Choosing the Evaluative Criterion

- 1997 Alaska Administrator Standards
- 2008 ISLLC (Interstate Leaders Licensure Consortium Standards)
- 2015 Professional Standards for Educational Leaders
- Smith and Smith Leadership Expectations

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

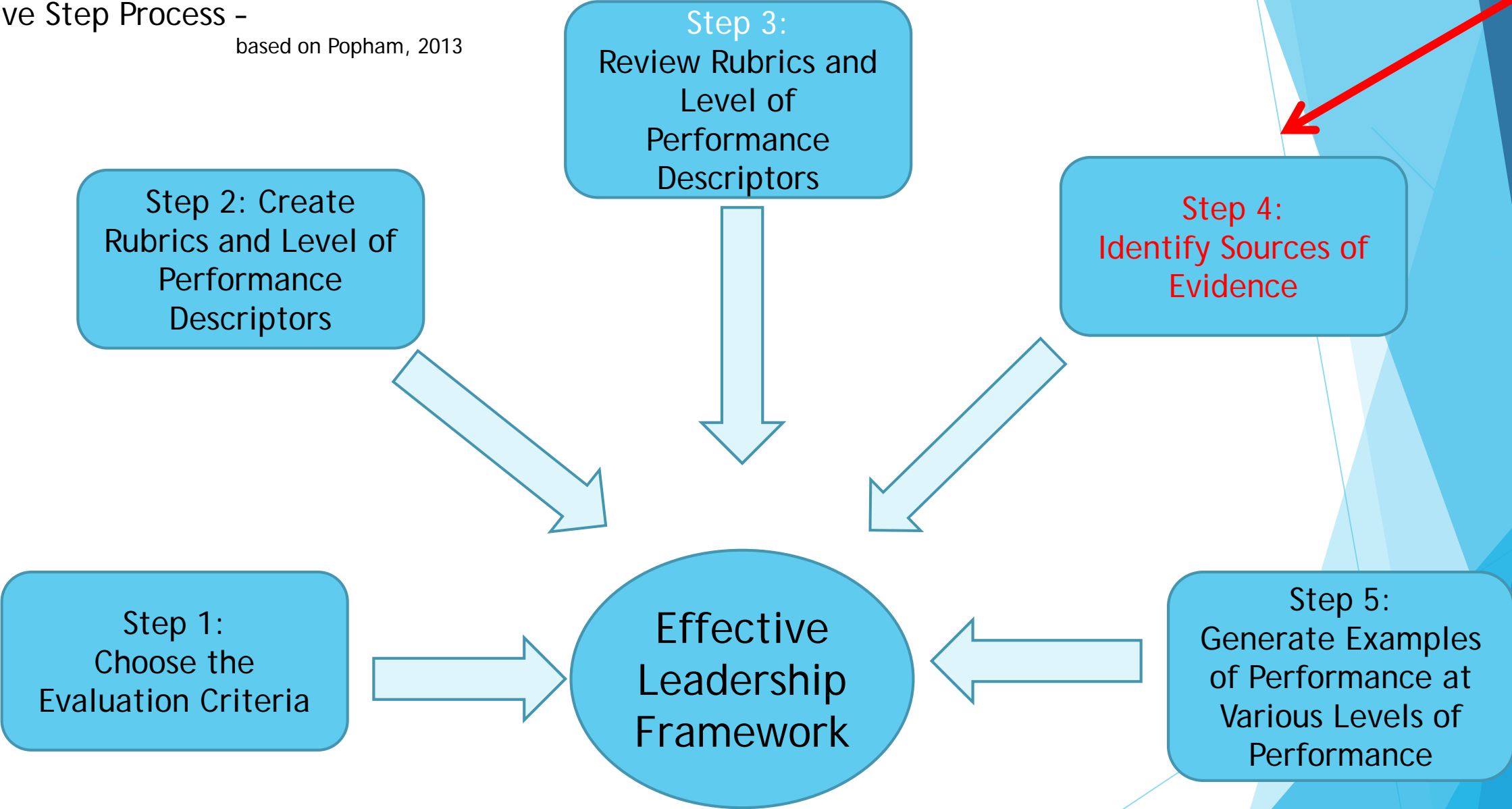
ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Alaska Administrator Standards & PSEL crosswalk

Alaska Standards for Administrators (1997)	Professional Standards for Educational Leaders (2015)
1 Provides Leadership for an educational organization	Standard 1 - Mission, Vision, Core Values Standards 10 - School Improvement
2 Guides instruction and supports an effective learning environment	Standard 2 - Ethics and Professional Norms
3 Oversees the implementation of curriculum	Standard 3 - Equity and Cultural Responsiveness Standard 4 - Curriculum, Instruction and Assessment
4 Coordinates services that support student growth and development	Standard 4 - Curriculum, Instruction and Assessment Standard 5 - Community of Care and Support for Students
5 Provides for staffing and professional development to meet student learning needs	Standard 6 - Professional Capacity of School Personnel Standard 7 - Professional Community for Teachers and Staff
6 Uses assessment and evaluation information	Standard 4 - Curriculum, Instruction and Assessment Standard 10 - Operation and Management
7 Communicates with diverse groups and individuals	Standard 3 - Equity and Cultural Responsiveness Standard 8 - Meaningful Engagement of Families and Community
8 Acts in accordance with established laws, policies, procedures	Standard 2 - Ethics and Professional Norms Standard 10 - Operation and Management
9 - Understands the influence of social, cultural, and economic political forces	Standard 2 - Ethics and Professional Norms Standard 5 - Community of Care and Support for Students Standard 8 - Meaningful Engagement of Families and Community
10 - Facilitates participation of parents and families as partners	Standard 3 - Equity and Cultural Responsiveness Standard 8 - Meaningful Engagement of Families and Community

Five Step Process -
based on Popham, 2013



We created our Criteria!

- ▶ The committee chunked the PSEL standards and created four unique Domains.

Domain 1
Vision, Culture, and Climate

Domain 2
Teaching and Learning

Domain 4
Professional Responsibilities

Domain 3
People, Systems, and Operations

Chart the standards in Domains here...

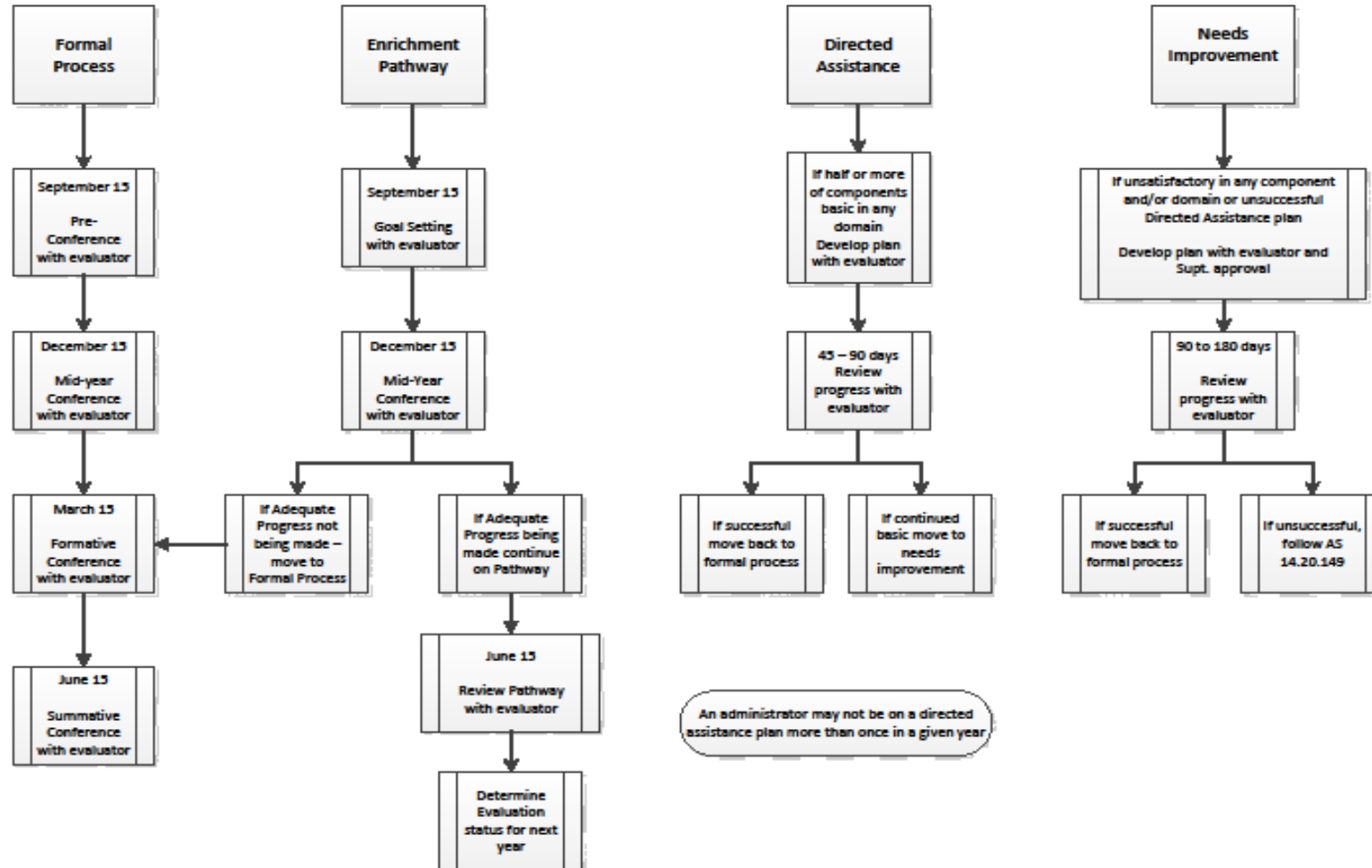
Vision, Culture, and Mission	Teaching and Learning
1a. Mission, Vision and Core Values 1b. School Improvement	2a. Equity and Cultural Responsiveness 2b. Curriculum, Instruction, and Assessment 2c. Profession Community for Teachers and Staff
Professional Responsibilities	People, Systems, and Operations
4a. Ethics and Professional Norms 4b. Community of Care and Support for Students 4c. Meaningful Engagement and Families and Community	3a. Professional Capacity of School Personnel 3b. Operations and Management

Level of Performance

Unsatisfactory	Basic	Proficient	Exemplary
0 Not happening	I Principal only	I + we (Principal + some)	We - I (Some-Principal)
Does not Minimal Lack of Little or no Unsafe	Partial Uneven Inconsistent Some Attempts	Ensures Develops Implements Almost all Provides	Creates Engages Builds Capacity All Maintains Collaborative System



KPBSD Effective Leadership Evaluation Flow Chart





EFFECTIVE LEADERSHIP EVALUATION SYSTEM

FORMAL EVALUATION	PRINCIPAL ENRICHMENT PATHWAY	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
<p>Purpose: To support school administrators in learning, improving and achieving the performance standards of the profession, position, State and the District.</p>	<p>Purpose: To provide experienced school administrators a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth to meet the standards for professional practice.</p>	<p>Purpose: To provide new to position and/or experienced school administrators structure, assistance, and guidance toward meeting standards for professional practice.</p>	<p>Purpose: To provide organizational support and assistance to school administrators who are not meeting the standards for professional practice.</p>
<p>For School Administrators:</p> <ul style="list-style-type: none"> • Are in their 1st or 2nd year in the position • Cycling off Principal Enrichment Pathway after 2 years • Designated by district evaluator to remain on Formal protocol • Have a significant change in assignment 	<p>For School Administrators who:</p> <ul style="list-style-type: none"> • Are in their 3rd year at their current position or have demonstrated long-term administrator proficiency in multiple positions AND who have demonstrated overall Proficiency in all domains. • Are approved by the Superintendent for this pathway • PEP is developed in partnership with designated District level director and all meetings will be conducted by the district director. 	<p>For School Administrators:</p> <ul style="list-style-type: none"> • That have half or more of Basic Domain and/or Component Ratings during formative and/or summative evaluation periods 	<p>For School Administrators:</p> <ul style="list-style-type: none"> • Whose performance remains in Basic overall for the previous evaluation period. • Whose performance meets "overall proficiency" but who is not making progress toward full proficiency in any domain or component. • Whose performance at any point does not meet the performance criteria in the Evidence of Effective Leadership Practices or who have failed to make adequate progress toward identified goals. • Who received an Unsatisfactory overall component and/or element rating for the previous evaluation period. School administrators on this plan are held here until all objectives of the Needs Improvement Plan are met, with adequate evidence to demonstrate a Basic rating.
<p>Follows the protocol:</p> <ul style="list-style-type: none"> • <u>Before September 15</u> – Self-Reflection goal setting, and planning conference by school administrator and district evaluator focusing on Domains and Components. The principal and evaluator will agree on the data, evidence, and artifacts necessary to complete the evaluation process. • <u>Before December 15</u> – Mid-Year conference followed by completion of Mid-year form • <u>Before March 15</u> – Formative feedback conference • <u>Before June 15</u> – Summative conference followed by completion of Formal evaluation document 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • <u>Before September 15</u> – Principal-driven goals relating to District goals/initiatives and domain focus. The principal and director will agree on the data, evidence, and artifacts necessary to show progress • <u>Before December 15</u> – Mid-year progress meeting – if adequate progress is not clear, Superintendent/Assistant Superintendent will determine Formal Evaluation placement or continuation on PEP • <u>Before June 15</u> – End of year summary meeting <p>May continue with Principal Enrichment Pathway with Superintendent approval for next year.</p> <p>Possible activities to support PEP:</p> <ul style="list-style-type: none"> • Self-Directed Professional Growth • Action Research • Peer Coaching 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is a directed evaluation period that focuses on components from all four Domains that are not in the Proficient range. • A Directed Assistance Plan will be in place for no longer than 90 days. <p>After successful completion of a Directed Assistance Plan, a school administrator returns to prior status. If unsuccessful, a school administrator proceeds to the Needs Improvement Plan if tenured in the District.</p> <p>If completion of the plan is progressing it can be continued at the discretion of the Superintendent/Assistant Superintendent.</p>	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is an intensive evaluation period that focuses on components from all four Domains that are in the unsatisfactory performance range. • A Needs Improvement Plan will be in place between 90 and 180 days. • A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149. <p>Note: Superintendent/Assistant Superintendent approval required BEFORE a school administrator moves to Directed Assistance Plan or Needs Improvement Plan.</p> <p>After successful completion of a Needs Improvement Plan, a school administrator returns to prior status if tenured. If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.</p>

Forms - PEP and Summative



PRINCIPAL ENRICHMENT PATHWAY PLAN

Principal Name:	Click here to enter text.	School Year:	Enter Text	Approved By:	Click here to enter text.
				Date:	
Step 1 – Please indicate which District Goal your plan supports:					
Option Selected:					
<input type="checkbox"/> Student Achievement		<input type="checkbox"/> Student Engagement			
Step 2 – Please indicate which domain(s) your plan supports:					
Please indicate which domain(s) and component(s) your plan supports:					
<input type="checkbox"/> Domain 1: Culture		<input type="checkbox"/> Domain 3: Management			
<input type="checkbox"/> Domain 2: Instruction		<input type="checkbox"/> Domain 4: Professional Responsibilities			
SMART GOALS:	Click here to enter text.				
	Click here to enter text.				
Strategies and Action Steps	Responsibility	Timeline	Indicators of Success (Evidence of Change)		
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.		
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.		
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.		

*Please refer to School Development Plan

Kenai Peninsula Borough School District Effective Leadership Practices School Administrator Summative Evaluation Form

Administrator: _____ School Year: _____
 School: _____ Date Completed: _____
 Evaluator: _____

Domain 1: Vision, Culture, and Mission	UNSAT	BASIC	PROF	EXEP
1a. Mission and Vision, and Core Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. School Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Component 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Domain 2: Teaching and Learning	UNSAT	BASIC	PROF	EXEP
2a. Equity and Cultural Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Curriculum, Instruction and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Professional Community for Teachers and Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Component 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Domain 3: People, Systems, and Operations	UNSAT	BASIC	PROF	EXEP
3a. Professional Capacity of School Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Operations and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Domain 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Domain 4: Professional Responsibilities	UNSAT	BASIC	PROF	EXEP
4a. Ethics and Professional Norms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Community of Care and Support for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Meaningful Engagement of Families and Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Component 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Administrator's signature: _____ Date: _____
 Evaluator's signature: _____ Date: _____

Next Steps...

- ▶ Up for KPBSD Board Approval on June 5, 2017
- ▶ June 2017 submission to DEED for State Approval
- ▶ Continued Dialog with Charter School APC Chairs on using this system with the evaluation of Charter School Principal
- ▶ August 2017, principals will receive training at in-service to begin implementation of the new Effective Leadership Evaluation System