KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street   Soldotna, Alaska 99669-7553
Phone (907) 714-8888   Fax (907) 262-9132
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION		
Title:	Effective Leadership Evaluation System	
Date: July 1, 2013	**Item Number:**	10d.
Administrator:	Sean Dusek, Assistant Superintendent of Instruction *Sean Dusek*	
Attachments:	Effective Leadership Evaluation Handbook 2013-14	

X Action Needed ☐ For Discussion ☐ Information ☐ Other: _____

BACKGROUND INFORMATION

At the June 3, 2013 board work session, information was provided to the board about changes to the administrator evaluation system recommended by the Effective Leadership committee. Those changes include:

1. Refining the system into 2 Domains
2. Incorporating Student Learning into the system – formal evaluation of student learning will occur in 2015-16
3. Incorporating updated research into the system from NASSP/NAESP

ADMINISTRATIVE RECOMMENDATION

The Administration recommends approval of the Effective Leadership Evaluation System as presented with updates for 2013-14.

Kenai Peninsula Borough School District

Effective Leadership

School Administrator Evaluation Handbook

KPBSD Instruction
7/1/2013

Table of Contents

Purpose

Assessment

Effective Leadership Evaluation System

Domains
Domain 1: Leadership
Domain 2: Student Learning

Process: Effective Leadership Evaluation System Flow Chart

Forms
Mid-Year Feedback
Formative Feedback
Summative Evaluation
Principal Enrichment Pathway
School Administrator Feedback: Parent/student/community input
School Administrator Feedback: Staff input

Evidence of Effective Leadership Practices

Appendix
Alaska State Statute
KPBSD Policy
Alaska State Standards
ISLLC Standards
School Leadership that Works: 21 Responsibilities by Robert Marzano
Acknowledgments

Purpose

The school administrator performance evaluation process will promote:

Professional Growth

- Focus on enhancing skills and knowledge
- Serve as a guide for school administrators as they reflect upon and self-assess their skills and knowledge to improve their effectiveness as school leaders
- Focus the goals and objectives of school administrators to improve effectiveness
- Guide professional development for school administrators
- Serve as a tool in supporting coaching and mentoring programs for school administrators

Continuous improvement

- Focus on the school administrator's commitment to continuously improving practice so that student performance is enhanced
- Focus the school's commitment to continuously improve instruction so that student performance is enhanced

Quality assurance

- Focus on the collection of credible evidence about school administrator performance
- Evaluators use the evidence to make important decisions:
    - Recognizing effective practice
    - Recommending improvements
    - Providing appropriate direction and assistance
    - Recommendation on school administrator status

Evaluation is a continuous process and may occur between scheduled periods at the request of the administrator, the administrator's immediate supervisor or any higher supervisor.

Assistant principals are a part of the school administrative team. A primary role is to support the efforts of the principal and work in tandem on various components. While there may be a clear delineation of specific duties, a partnership is expected and opportunities for shared leadership will be sought.

Assessment:

Leadership is assessed through:

• A review of the evidence provided by the administrator
• Conferences between the evaluator and the administrator
• Input from a variety of sources (staff, students, parents, community)
• Observations conducted by the evaluator (minimum of 2) and other district personnel

Possible Evidence maintained in the School Portfolio for Leadership may include:

- Statement of School Mission, Vision, Guiding Principles

- School Development Plan

- In-Service Agendas

- Master Schedule

- School Staffing sheet

- Faculty Handbook

- School Budget

- Grant applications

- Capital Improvement projects

- Site Council Agendas/Minutes

- Student Achievement and Assessment (and Graduation data if applicable) Data

- Student Discipline Data

- Student Attendance Data

- Intervention Team Agendas/Minutes

- Student Handbook

- Student Organizations

- Survey Results (Climate Connectedness, YRBS, etc.)

kpbsd where kids come first

FORMAL EVALUATION	PRINCIPAL ENRICHMENT PATHWAY	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
Purpose: To support school administrators in learning, improving and achieving the performance standards of the profession, position and the District.	*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.	*Purpose:* To provide new to position and/or experienced school administrators structure, assistance, and guidance towards meeting standards for professional practice.	*Purpose:* To provide organizational support and assistance to school administrators who are not meeting the standards for professional practice.
For School Administrators: • 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	**For School Administrators who:** • 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.	**For School Administrators:** • That have half or more of Basic Domain and/or Component Ratings during formative and/or summative evaluation periods	**For School Administrators:** • 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 has 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.
Follows the protocol: • **Before September 15** - 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. • **Before December 15** – Mid-Year conference followed by completion of Mid-year form • **Before March 15** – Formative feedback conference • **Before June 15** - Summative conference followed by completion of Formal evaluation document	**Follows the protocol:** • **Before September 15** 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 • **Before December 15** – Mid-year progress meeting – if adequate progress is not clear, Superintendent/Assistant Superintendent will determine Formal Evaluation placement or continuation on PEP • **Before June 15** – End of year summary meeting May continue with Principal Enrichment Pathway with Superintendent approval for next year. Possible activities to support PEP: • Self-Directed Professional Growth • Action Research • Peer Coaching	**Follows the protocol:** • 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. 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. If completion of the plan is progressing it can be continued at the discretion of the Superintendent/Assistant Superintendent.	**Follows the protocol:** • 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. Note: Superintendent/Assistant Superintendent approval required BEFORE a school administrator moves to Directed Assistance Plan or Needs Improvement Plan. 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.

Domain 1: Leadership

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, and implementation of the District instructional model that includes: safe school environments conducive to learning, high quality instruction, data driven and collaborative decision making, professional management, and community engagement.

Criteria:

The following components are the basis upon which the performance of an administrator shall be evaluated:

Component 1: Culture

Alaska Standards 1 & 2

A school administrator is an educational leader who promotes the success of all students by advocating nurturing and sustaining a school culture and instructional program conducive to student learning, staff professional growth, aligned district goals and reflective of community needs.

1a. Mission and Vision

> The administrator appropriately links school and district goals to instructional plans and programs. In collaboration with others, the administrator uses multiple sources of information and assists in analyzing data to establish rigorous and concrete school or district improvement goals in the context of student achievement and instructional programs. The administrator fosters shared beliefs and a sense of community and cooperation. Administrator provides leadership for major initiatives and change efforts relative to the school or district improvement goals. Administrator is committed to doing the work required for continuous school and district improvement. With establishment of clear goals, the administrator keeps those goals in the forefront of the school's attention. The administrator is a driving-force behind major initiatives that help student's gain 21st century skills. Administrator participates in a process to regularly monitor, evaluate and revise school or district improvement goals. Administrator promotes high expectations for teaching and learning. Administrator is committed to ensuring that all students have the knowledge and skills necessary to become successful in future educational activities.

1b. Culture of Learning

> The administrator establishes a clear mission and vision reflective of community needs and aligned with the District Instructional program. The school Improvement Plan is used as a thread that holds the school together and promotes the culture of continuous improvement.

> The administrator cultivates a culture committed to the success of every student and maintains high expectations for every student. Meeting individual student needs is the priority. The administrator can articulate the desired school or district instructional program and shows evidence about how he or she reinforces the instructional program and culture.

1c. Collaboration

The administrator employs consistent, clearly defined, structured collaboration to facilitate decision making, data analysis, instructional improvement and intervention. The administrator also allows for collaboration across and among sites. All faculty members are regular participants and engaged in the development of products that are data driven and aligned with school and district goals.

1d. Professional Development

The administrator helps to ensure that staff has professional growth opportunities that enhance their performance and improve student learning. The administrator is knowledgeable about curriculum, instruction, and assessment practices and applies that knowledge to facilitate collaborative practices within the school. The administrator supports the use of technology as appropriate in teaching and learning. The administrator systematically and fairly recognizes accomplishments of staff and students towards a positive school or district culture.

Performance in Component 1 will be evident through:

- Creating a School Development Plan that is clearly linked to district/school's mission, vision, and goals

- Collaborative teams' work supports the District's goals and mission with minimal administrative supervision necessary

- Fostering shared beliefs and a sense of community and cooperation

- Assuring the vision and mission are clearly communicated

- Stakeholders can describe the school's vision and goals

- Utilizing necessary resources to implement the district/school mission and goals

- Assuring the district/school's vision and goals are the basis for all building level initiatives

- Using data from multiple sources to monitor, evaluate, and revise the school/district's vision, mission, and goals

- Communicating and operating from strong ideals and beliefs about schooling

- The vision, mission, and improvement plan is regularly monitored and revised

- Designing, implementing, evaluating, and refining curricular, co-curricular, and extra-curricular programs using the mission, vision, and goals of the district/school with a focus on learning

- Inspiring and leading new and challenging innovations

- Willingness to change and actively challenging the status quo

Component 2: Instruction

Alaska Standards 2, 3, & 5

2a. Implementation of the Curriculum

The administrator is knowledgeable about curriculum, instruction, and assessment practices and applies that knowledge to facilitate collaborative practices within the school. District curriculum is implemented with fidelity at the site. A system of monitoring is in place to ensure access for all students.

2b. Monitoring Student Learning

The administrator monitors the effectiveness of school practices and their impact on student learning. There is an ongoing analysis of multiple sources of student achievement data that is an embedded part of decision making, instructional planning and review. The administrator uses and analyzes data to instill the importance of continually developing programs and strategies to enhance opportunities for learning.

2c. Personalization

The administrator ensures that schools are responsive to individual student needs. Personal learning plans are developed with students and parents. Interventions and enrichment are timely and data driven. Students and parents monitor their learning and adjust actions accordingly.

2d. Evaluating Effective Instruction

Administrator evaluates staff and provides on-going coaching for improvement. The administrator uses the effective instruction model to improve teacher performance and is consistent with colleagues in identifying teacher strengths and areas of focus. The administrator is directly involved in the design and implementation of curriculum, instruction and assessment practices in classrooms. Teachers implement reflective practice to improve their instruction.

Performance in Component 2 will be evident through:

- Ensuring faculty and staff are aware of the most current theories and practices, including 21st Century Learning Skills, and makes the discussion of these a regular aspect of the school's culture

- Ensuring that instruction implements the Alaska State Standards and District adopted curriculum

- Monitoring effectiveness of school practices and their impact on student learning

- Visiting teacher classrooms frequently and providing the teacher with useful feedback

- Maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities

- Leading or facilitating the development of formative assessments, individual student learning plans, progress monitoring approaches, Intervention team meetings, data team meetings, or similarly focused staff activities

- Using frameworks to support successful teacher growth, self-reflection, and coaching processes

- Professional development promotes a focus on student learning consistent with the district's goals

- Ensuring common vocabulary in the District is familiar and in use by teachers

Component 3: Management

Alaska Standards 4 & 8

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resource for a safe, efficient and effective learning environment.

3a. Creating a Safe, Welcoming Environment to Ensure Successful Teaching and Learning

Administrator works to ensure a safe and secure school or district environment and a culture that is conducive to teaching and learning. Challenges that could potentially interrupt teaching and learning are addressed and resolved. The administrator recognizes and rewards individual accomplishments. A system is in place that promotes and encourages successful behavior by all members of the learning community.

3b. Solving Problems or Concerns

The administrator addresses and resolves issues as they arise, in a timely manner, and works to prevent potential problems. The administrator adapts his or her leadership to the needs of the current situation and is comfortable with dissent. The administrator is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems. Decisions are made in a timely and transparent manner that ensure the best interests of students are at the forefront. Operational procedures are designed and managed to maximize opportunities for learning for all students.

3c. Working within Policies, Laws and Regulations

The administrator complies with federal, state, and board policies. School or district contractual agreements are effectively managed. The administrator maintains confidentiality and privacy of school or district records, including student or staff information. The administrator establishes a set of standard operating procedures and routines.

3d. Managing Resources

The administrator manages fiscal and physical resources responsibly, efficiently, and effectively. Administrator protects instructional time by managing operational procedures to maximize learning. Administrator efficiently manages his or her time so that teaching and learning are a high priority. The administrator provides teachers with materials and professional development necessary for the successful execution of their jobs.

Performance in Component 3 will be evident through:

- Collecting data from a variety of sources to solve problems and address concerns

- Using effective group processes and consensus building to identify and solve problems in a timely manner

- Adapting leadership to the needs of the current situation and is comfortable with dissent

- Seeking and obtaining needed resources to support the implantation of the district/school mission and goals

- Managing time to maximize attainment of district/school goals

- Providing teachers with materials and professional development necessary for the successful execution of their jobs

- Enforcing school level expectations that are in-line with adopted board policy and state and federal law

- Maintaining confidentiality of school records

- Board policies are implemented and adhered to

- Establishing a set of standard operating procedures and routines

- Developing student management systems that promote the safe and orderly atmosphere of the school and maximize opportunities for successful learning

- Creating and maintaining a safe, clean, and aesthetically pleasing school environment

- Protecting teachers from issues and influences that would detract from their teaching time or focus

- Demonstrating a personal and professional code of ethics

- Holding all school staff accountable to personal and professional code of ethics

Component 4: Stakeholder Support and Engagement

Alaska Standards 6, 7, 9 & 10

The administrator actively seeks community and stakeholder input in the design and implementation of important decisions and policies. The input influences and supports instruction and student performance. Communication and interactions with stakeholders are timely, clear, and respectful with sensitivity for diversity.

4a. Communication and Professional Relationships

> The administrator is professional and respectful in personal communications with students, staff, parents and the community. The communication is open and promotes an atmosphere for two-way communication. Clear, consistent and timely communication is fully implemented. Others' opinions are respected and sought out.

4b. Facilitate Participation

> The administrator actively and consistently gathers data through surveys and stakeholder meetings to facilitate shared decision-making. Stakeholders are engaged through effective communication, site councils and other parent organizations to improve school programs.

4c. Responsiveness

> The administrator makes timely decisions while being proactive in seeking stakeholder input. Stakeholders are empowered to develop ownership of the overall school continuous improvement model. The administrator understands the context of current situations and is able to adapt to those conditions in appropriate communications, implementation of programs, and community needs.

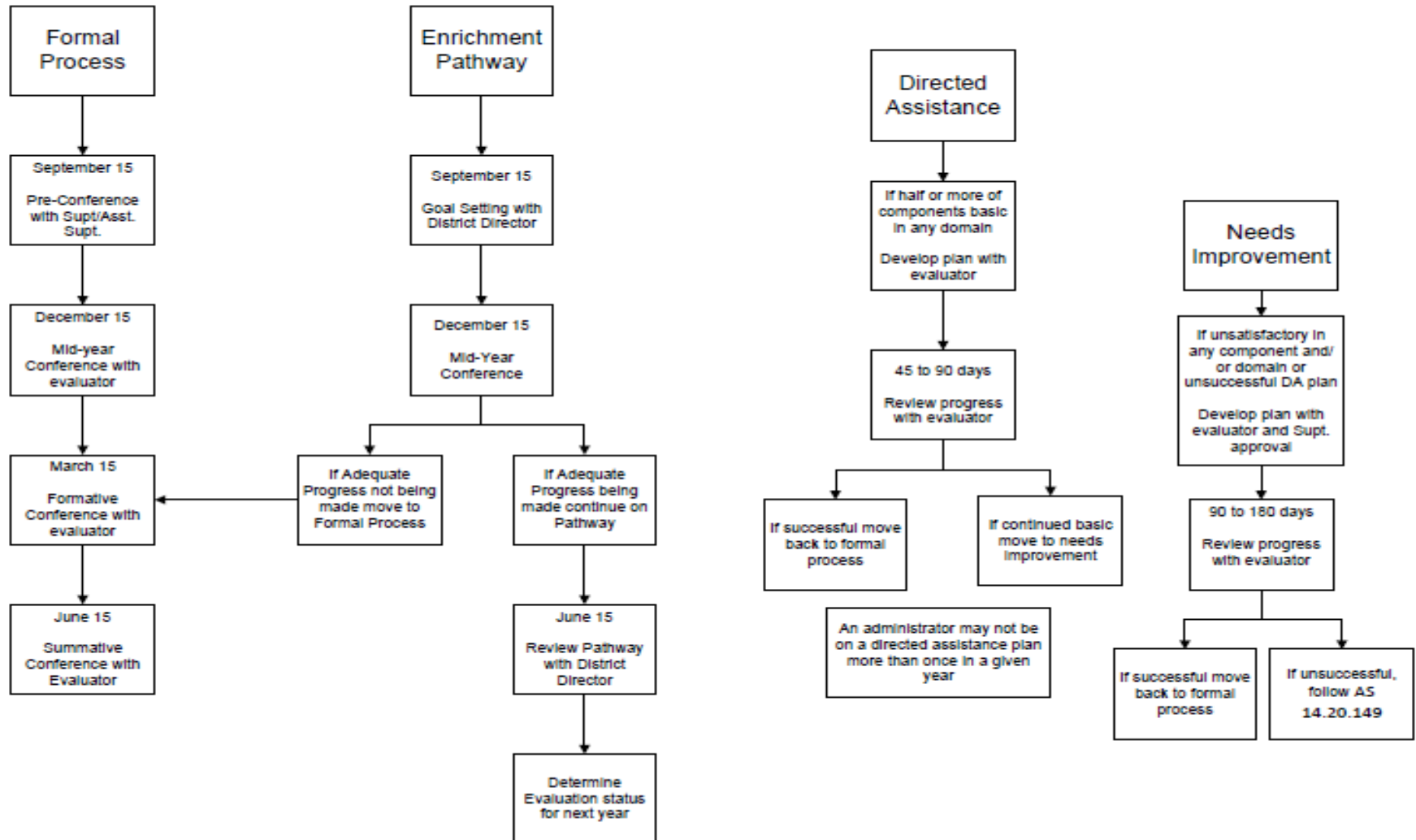**4d. Community Connections**

> The administrator develops partnerships that enhance student learning. Multiple community partners are sought to support the school program and advance the school's vision. Community service projects are an integral component of the entire school program.

Performance in Component 4 will be evident through:

- Visibility and accessibility to students, staff and stakeholders

- Establishing strong lines of communication with and among students, staff, and stakeholders

- Demonstrating awareness of the personal aspects of teachers and staff

- Involving students, staff, and stakeholders in the design and implementation of important decisions and policies

- Quality contacts and interactions with students, staff, and stakeholders

- Being an advocate and spokesperson for the school to all stakeholders

- Outreaching to different business, religious, political, and service agencies and organizations

- Treating people fairly, equitably, and with dignity and respect

- Examining personal and professional values

- Considering the impact of one's administrative practices on others

- Being aware of the details and undercurrents in the running of the school and using this information to address current and potential problems

- Recognizing and celebrating accomplishments and acknowledges failures

- Maintaining certification and currency of knowledge in the field of education

- Examining and considering the prevailing values of the diverse school community

KPBSD Effective Leadership Evaluation System

Formal Process

↓

September 15

Pre-Conference with Supt/Asst. Supt.

↓

December 15

Mid-year Conference with evaluator

↓

March 15

Formative Conference with evaluator

↓

June 15

Summative Conference with Evaluator

Enrichment Pathway

↓

September 15

Goal Setting with District Director

↓

December 15

Mid-Year Conference

↓ (splits)

If Adequate Progress not being made move to Formal Process

If Adequate Progress being made continue on Pathway

↓

June 15

Review Pathway with District Director

↓

Determine Evaluation status for next year

Directed Assistance

↓

If half or more of components basic in any domain

Develop plan with evaluator

↓

45 to 90 days

Review progress with evaluator

↓ (splits)

If successful move back to formal process

If continued basic move to needs Improvement

An administrator may not be on a directed assistance plan more than once in a given year

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Needs Improvement

↓

If unsatisfactory in any component and/or domain or unsuccessful DA plan

Develop plan with evaluator and Supt. approval

↓

90 to 180 days

Review progress with evaluator

↓ (splits)

If successful move back to formal process

If unsuccessful, follow AS 14.20.149

Mid-Year Feedback

Administrator: School: School Year:
Evaluator: Date Completed: Status Key: U – Unsatisfactory   B – Basic
                                                                                        P – Proficient   D - Distinguished

Domain 1: Leadership

Component 1: Culture	Indicators	Status
1a. Mission and Vision		
1b. Culture of Learning		
1c. Collaboration		
1d. Professional Development		
Overall Component 1		
Comments:		

Component 2: Instruction	Indicators	Status
2a. Implementation of Curriculum		
2b. Monitoring student learning		
2c. Personalization		
2d. Evaluating Effective Instruction		
Overall Component 2		
Comments:		

Component 3: Management	Indicators	Status
3a. Creating a safe, welcoming environment to ensure successful teaching and learning		
3b. Solving problems or concerns		
3c. Working within policies, laws, and regulations		
3d. Managing resources		
Overall Component 3		
Comments:		

Component 4: Professional Responsibilities	Indicators	Status
4a. Communication and professional relationships		
4b. Facilitate Participation		
4c. Responsiveness		
4d. Community Connections		
Overall Component 4		
Comments:		
Domain 2: Student Learning		
Formative Focus (Due March 15)		
2. Instruction – Evaluating effective instruction		

Administrator signature:_____ Date:_____ Evaluator signature:_____ __ Date:_____

Kenai Peninsula Borough School District Effective Leadership Practices
School Administrator Formative Feedback

Administrator: School: School Year:
Evaluator: Date Completed: Status Key: U – Unsatisfactory
                                                                                       B – Basic
                                                                                       P – Proficient
                                                                                       D - Distinguished

Component 2: Instruction	Indicators	Status
2d. Evaluating Effective Instruction		
Comments:		

Component:	Indicators	Status
Comments:		

Administrator signature:_____ Date:_____ Evaluator signature:_____ __ Date:_____

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

Administrator: _____   School Year: _____

School: _____   Date Completed: _____

Evaluator: _____

Domain 1: Leadership				
Component 1: Culture				
	UNSAT	BASIC	PROF	DIST
1a. Mission and Vision	☐	☐	☐	☐
1b. Culture of Learning	☐	☐	☐	☐
1c. Collaboration	☐	☐	☐	☐
1d. Professional Development	☐	☐	☐	☐
Overall Component 1	☐	☐	☐	☐
Comments:				
Component 2: Instruction				
	UNSAT	BASIC	PROF	DIST
2a. Implementation of Curriculum	☐	☐	☐	☐
2b. Monitoring student learning	☐	☐	☐	☐
2c. Personalization	☐	☐	☐	☐
2d. Evaluating Effective Instruction	☐	☐	☐	☐
Overall Component 2	☐	☐	☐	☐
Comments:				
Component 3: Management				
	UNSAT	BASIC	PROF	DIST
3a. Creating a safe, welcoming environment to ensure successful teaching and learning	☐	☐	☐	☐
3b. Solving problems or concerns	☐	☐	☐	☐
3c. Working within policies, laws, and regulations	☐	☐	☐	☐
3d. Managing resources	☐	☐	☐	☐
Overall Domain 3	☐	☐	☐	☐
Comments:				
Component 4: Professional Responsibilities				
	UNSAT	BASIC	PROF	DIST
4a. Communication and professional relationships	☐	☐	☐	☐
4b. Facilitate participation	☐	☐	☐	☐
4c. Responsiveness	☐	☐	☐	☐
4d. Community Connections	☐	☐	☐	☐
Overall Component 4	☐	☐	☐	☐
Comments:				
Domain 2: Student Learning				
Discussion:				

Administrator's signature: _____   Date: _____

Evaluator's signature: _____   Date: _____

Principal Enrichment Pathway Plan

Principal Name: _____ School Year: _____ Approved By: _____

Date: _____

Please indicate which District Goal your plan supports:

☐ Student Achievement
☐ Student Engagement

Please indicate which domain(s) your plan supports:

☐ Component 1: Culture
☐ Component 2: Instruction
☐ Component 3: Management
☐ Component 4: Professional Responsibilities

SMART Goal(s)	Strategies and Action Steps	Responsibility	Timeline	Indicators of Success (Evidence of Change)

Principal Enrichment Pathway
Interim Progress Report

Principal Name: _____   Date of Review: _____

Indicator(s) of Success (Data)	Principal's Self-Reflection Notes (include reference to Domain(s)/Components)

This Plan:

☐   Principal is Making Progress   ☐   Principal is Not Making Progress

Principal Signature: _____   Date: _____

District Admin. Signature: _____   Date: _____

Principal Enrichment Pathway
Summary Report

Principal Name: _____   Date of Summative Review: _____

Goal: _____

Indicator(s) of Success (Data)	Principal's Self-Reflection Notes (include reference to Domain(s) and Component(s))

Evaluator Summary
Briefly describe the principal's growth option project, and how the project contributed to higher professional competence and a greater understanding of self, role, context or career for the principal.

☐ Met Goal   ☐ Progressing   ☐ Not Progressing

I understand that I have five (5) work days to study and prepare a response which will be attached to this evaluation prior to being sent to the HR Department.

Principal Signature: _____   Date: _____

District Admin. Signature: _____   Date: _____

Note: Include one sheet per goal. The evaluator signs here to indicate that the Growth Plan has been completed satisfactorily. This plan must be attached to the formal written evaluation to be submitted to the Human Resources Department.

School Administrator Feedback

Please check one of the following
__ Parent
__ Student
__ Community Member
__ Other

Principal and School: _____

Your name (Optional): _____

Please check the following
__ I have visited the school during the school day
__ I have visited a classroom during the school day
__ I attend afterschool activities
__ I volunteer during the school day
__ I volunteer during afterschool activities

Please check the following
__ I attend parent–teacher conferences
__ I am a member of a parent group
__ I have attended parent group meetings
__ I am a site council member
__ I have attended site council meetings

Do you feel welcome when you visit the school?
If not, please tell us why_____

Is the school well maintained, clean, and attractive? __Yes __No __Other, please explain: _____

Do you have any suggestions related to the school building or site? _____

Please skip any questions you can't answer.

	Definitely	Most of the time	Sometimes	*Seldom*
The principal is a visible and positive educational leader in the school				
The principal is a visible and positive educational leader in the community				
The principal communicates effectively with parents *(community, students)* providing helpful information (i.e., school newsletters, emergency communication, conversations, etc.)				
The principal is accessible via e-mails, phone calls or personal visits				

	Definitely	Most of the time	Sometimes	Seldom
The principal facilitates notice of site council meetings and topics to parents *(community, students)*				
Enhance site council self-evaluation				
The principal presented a report on school and student performance at a site council meeting				
The principal reviewed school and student data with site council when asking for their recommendations on school goals				
The principal has communicated the school program/goals effectively to parents (community, students)				
The principal lets parents know how the school is progressing toward the school vision and goals				
The principal sets high expectations for staff and students				
The principal embraces the rich diversity of the community				
The principal fosters a positive learning culture				
The principal helps sustain a school-wide focus on instruction and learning				
The principal celebrates staff and student accomplishments				
The principal celebrates community efforts to support students and the school				
The principal consistently and fairly handles problems, rewards, etc.				
The principal fairly manages resources (staff and funding)				
The principal complies with laws, policies, regulations, handbook				
The principal maintains a safe and secure school				
The principal values instructional time by limiting interruptions and distractions				
The principal works with the community to provide additional opportunities for students				
The principal treats everyone in a professional and respectful manner				

Please explain any areas marked *seldom*: _____

Other comments: _____

Once completed, send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street, Soldotna, AK 99669

School Administrator Feedback: Due December 1

Staff Input

Principal and School: _____

Your name (Optional): _____

Is the school well maintained, clean, and attractive?

Do you have any suggestions related to the school building or site?

Please skip any questions you can't answer.

	Definitely	Most of the time	Sometimes	Seldom
The principal is a visible and positive educational leader in the school				
The principal is a visible and positive educational leader in the community				
The principal communicates effectively				
The principal is accessible via e-mails, phone calls or personal visits				
The principal has communicated the school program/goals effectively				
The principal sets high expectations for staff and students				
The principal fosters a positive learning culture				
The principal helps sustain a school-wide focus on instruction and learning				
The principal celebrates staff and student accomplishments				
The principal celebrates community efforts to support students and the school				
The principal consistently and fairly handles problems, rewards, etc.				
The principal fairly manages resources (staff and funding)				
The principal complies with laws, policies, regulations, handbook				
The principal maintains a safe and secure school				
The principal values instructional time by limiting interruptions and distractions				
The principal treats everyone in a professional and respectful manner				

Please explain any areas marked seldom: _____

Areas of strength:	Comments:
Suggestions for growth:	Comments:

Other comments: _____

Please refer to the Effective Leadership Practice Domains

Once completed, send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street, Soldotna, AK 99669

Evidence of Effective Leadership Practices

Domain 1: Leadership

<u>**Component 1: Culture**</u>

1a. Mission and Vision

Unsatisfactory	Basic	Proficient	Exemplary
Not established with a variety of sources and stakeholders	Established with a variety of sources and stakeholders, supports the district mission and vision.	Established with a variety of sources and stakeholders, supports the district mission and vision and is clearly communicated to the community and stakeholders.	Established with a variety of sources and stakeholders, supports the district mission and vision and is clearly communicated to the community and stakeholders. Support and effectiveness of the mission and vision are regularly monitored, evaluated, and adjusted.

1b.Culture of Learning

The culture lacks a plan for continuous improvement, low expectations for student achievement, negative culture	Plan for continuous improvement developed that addresses student achievement expectations and school culture.	Data is collected and analyzed in an ongoing manner and used to further develop and refine the school's culture and individual student achievement.	Administrator ensures faculty is implementing current theories and practices and makes the discussion of these a regular aspect of the school's culture. Every student is achieving at high levels and school goals are being met or exceeded.

1c. Collaboration

Minimal or no collaborative practices in place	Some are in place with plans to expand	Significant team development with necessary practices in place	All faculty members are regular participants in collaborative practices that engage in the development of products that are data driven and aligned with school goals that support school and district improvement.

1d. Professional Development

No plan to provide PD for staff improvement	A plan based on existing staff needs is in place, and is aligned with the school/district improvement plan	The plan for professional development is implemented and assessed to determine effectiveness and impacts on student learning. Data is collected and analyzed to refine.	Teacher leaders and reflective practice are the norm. Professional development plans are genuinely driven by the needs of students and teachers and are adapted as necessary to ensure changes in instruction are effective.

Component 2: Instruction

2a. Implementation of Curriculum

Unsatisfactory	Basic	Proficient	Exemplary
The principal has no knowledge of the curriculum or the distinctions between or among standards, curriculum, and adopted materials.	The principal has some understanding of curriculum, standards, and adopted materials.	The principal has a working knowledge of District curriculum, standards, and adopted materials and works with teachers to ensure its successful implementation.	The principal uses data to design, implement, evaluate or refine curriculum. The principal is involved in curriculum revision and material adoption and works in concert with district level leadership to ensure site level actions support the District's mission, vision, and goals.

2b. Monitoring Student Learning

The school leader does not evaluate student achievement data to inform their leadership actions, or engage staff in collaborative monitoring of student learning in an ongoing basis.	The school leader inconsistently employs processes that examine student achievement data for the purpose of driving instructional practices.	The school leader employs collaborative processes that align the teaching, learning, an assessment cycle to maximize student learning. Student achievement data is effectively analyzed to inform instructional initiatives.	Staff are supported and challenged to reflect deeply on and define what knowledge, kills and concepts are essential. The ongoing analysis of multiple sources of student achievement data is an embedded part of instructional planning and analysis.

2c. Personalization

Minimal intervention or enrichment opportunities are made available for students. Data for personalization is unutilized or the principal is unaware.	Some groups of student have interventions in place. Data may or may not be regularly analyzed and used for changing instructional practices. Very little enrichment opportunities are available.	All groups of students have appropriate interventions or enrichment opportunities in place, with a regularly conducted analysis of data that is used to guide subsequent actions.	Students have a personal learning plan in place in which they provide individual input. Interventions are timely and data driven and, and students are engaged in monitoring their own progress and adjusting actions accordingly.

2d. Evaluating Effective Instruction

The school leader does not adhere to the District's Effective Instructional Model for evaluating teacher performance.	The school leader employs the District's Effective Instructional Model for evaluating teacher performance with partial success in promoting teacher reflection and growth.	The school leader effectively employs the District's Effective Instructional Model for evaluating teacher performance and is consistent with colleagues in identifying teacher strengths and areas in need of focus.	The school leader uses the District's Effective Instructional Model to encourage and challenge teachers to reflect deeply on their teaching practice while supporting their personal efforts to improve their instructional practices.

Component 3: Management

3a. Creating a Safe, Welcoming Environment to ensure successful Teaching and Learning

Unsatisfactory	Basic	Proficient	Distinguished
The school leader engages, or allows staff to engage in, interactions that are negative, demeaning, sarcastic, or inappropriate to members of the school community.	The school leader attempts to foster a positive school culture or norms of behavior among all stakeholders that create a safe, welcoming environment that is supportive of successful teaching and learning.	The school leader collaborates with stakeholders to develop clear expectations, structures, rules, and procedures that foster a safe and welcoming environment that is supportive of successful teaching and learning.	The school leader engages stakeholders in systematically monitoring issues around compliance with expectations, structures, rules, and procedures, and utilizes stakeholder input to resolve such issues and to promote successful teaching and learning. The school leader consistently protects teachers by anticipating and effectively addressing issues and influences that would detract from their teaching time and focus.

3b. Solving Problems or Concerns

The school leader ineffectively addresses issues as they arise and does not work proactively to prevent potential problems. Operational procedures are not designed and/or managed to maximize opportunities for learning for all students.	The school leader addresses issues as they arise. Operational procedures are in place.	The school leader effectively addresses issues as they arise, and works to prevent potential problems. Operational procedures are preventative in nature. The school leader reflects on problems or concerns and uses that information to inform future actions.	The school leader regularly engages appropriate stakeholders to solve and/or prevent problems and ensures that all relevant interests are heard and respected. When appropriate, the school leader makes decisions in a timely and transparent manner that consistently ensure the best interests of the students and the school are at the forefront.

3c. Working within Policies, Laws and Regulations

The school leader is not aware of policies, laws, and regulations that govern the school and district and ignores or subverts some policies, laws and regulations.	The school leader has limited awareness of policies, laws, and regulations that govern the school and district. The school leader sometimes implements district policies/regulations with a negative attitude.	The school leader is knowledgeable about and complies with policies, laws, and regulations that govern the school and district and uses this knowledge effectively.	The school leader is highly knowledgeable about and complies with policies, laws, and regulations that govern the school and district and uses this knowledge to inform stakeholders and when appropriate, bring about positive change.

3d. Managing Resources

The school leader does not manage fiscal, physical, and human resources responsibly and efficiently.	The school leader manages fiscal, physical, and human resources without awareness of how resources might be better allocated to enhance student learning.	The school leader manages fiscal, physical, and human resources in a strategic manner to enhance student learning and achievement of the school's long term vision.	The school leader engages stakeholders in considering the allocation of resources to maximize student learning and the achievement of the school's long term vision. The school leader is proactive in seeking out and accessing external resources that enhance the school's programs.

Component 4: Stakeholder Support and Engagement

4a. Communication and Professional Relationships

Unsatisfactory	Basic	Proficient	Distinguished
The school leader's interactions with colleagues or stakeholders are negative, sarcastic demeaning, or inappropriate, and exhibit disrespect for the school or district community.	The school leader's relationships are generally cordial and/or are self-serving while fulfilling the duties of the school or district community.	The school leader fosters and maintains positive professional relationships with colleagues and stakeholders. The school leader is respectful of others' opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community. When faced with negativity or unprofessional behavior on the part of others, the leader consistently responds in a professional manner that keeps the best of interests of students at the forefront.	The school leader fosters, maintains and promotes positive professional relationships with all stakeholders. Members of the school community monitor one another and contribute to ensuring an environment that is respectful of others' opinions and is sensitive to the diversity of the school or district community.

4b. Facilitate Participation

The school leader does not accept input or establish dialogue from parents, community groups, and organizations.	The school leader only occasionally solicits or uses input from parents, community groups, and organizations to improve school programs and support the success of the teaching and learning process. Attempts to establish dialogue with the community and stakeholders concerning how they can effectively influence and support instruction and student performance are sporadic.	The school leader consistently solicits input and establishes solid, ongoing partnerships and two way communication with parents, community groups, and organizations to improve school programs and support the success of the teaching and learning process.	The school leader effectively mobilizes or engages the school community to improve or expand school programs in a cohesive manner that supports the success of the teaching and learning process and proactively develops relationships with the community and stakeholders to develop good will and garner support that advance achievement of the school's vision.

4c. Responsiveness

The school leader does not make timely decisions or continually makes decisions without stakeholder input. Responses to requests are continually delayed. Little attempt is made to understand stakeholder needs.	The school leader makes decisions in a timely manner, but with little stakeholder input. Some attempts made to understand stakeholder needs.	The school leader makes most decisions in a timely manner with regular stakeholder input. Stakeholders are regularly surveyed and the school leader understands situations and their context.	The school leader is proactive in garnering stakeholder input on many decisions that impact the school as a whole. The school leader empowers stakeholders in their ownership of continuous school improvement.

4d. Community Connections

The school leader has established few partnerships within their community to enhance student learning. Very few community service projects are available or developed for students.	The school leader has established some community partnerships that lead to student learning and community service opportunities. Some students participate.	The school leader has established many community partnerships that regularly contribute to enhanced student learning. Many students participate.	Students, staff and the school leader have established multiple community partnerships. These partnerships enhance student learning and community service opportunities are embedded within classes and with most students participating.

Domain 2: Student Learning

By AK State regulation:

2015-16: 20% of administrator evaluation
2016-17: 20% of administrator evaluation
2017-18: 35% of administrator evaluation
2018-19: 50% of administrator evaluation

Component 1: Standardized student assessment achievement

Component 2: District student assessment achievement

Component 3: School improvement plan

Component 4: Other student assessment data

Appendix

AS 14.20.149 Employee Evaluation

    (a) A school board shall adopt by July 1, 1997, a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

    (b) The certificated employee evaluation system must

    (1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

    (2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

    (3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

    (4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

    (5) require the school district to perform an annual evaluation for each administrator;

    (6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and

    (7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

    (c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

    (d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may non-retain the teacher under AS 14.20.175 (b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 40.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

BP 4115 Evaluation/Supervision

All employees shall be evaluated according to law and District procedures.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 2/7/05

AR 4115 Evaluation/Supervision

AR 4115 Evaluation/Supervision

The Superintendent shall evaluate the effectiveness of certificated personnel annually, in accordance with law and District criteria and procedures.

The District shall provide annual in-service training to all certificated employees subject to the evaluation system. The training will address the procedures of the system, the standards used by the District in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

(cf. 4116 – Nontenured/Tenured Status)
(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Nonretention)
(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES
14.20.149 Employee Evaluation
23.40.070 Declaration of policy (PERA)

ALASKA ADMINISTRATIVE CODE
4 AAC 19.010-4 AAC 19.060 Evaluation of professional employees
4 AAC 04.200 Professional content and performance standards

STANDARDS FOR ALASKA'S ADMINISTRATORS
Alaska State Standards

An administrator provides leadership for an educational organization.
Performances that reflect attainment of this standard include
- a. working with and through individuals and groups;
- b. facilitating teamwork and collegiality, including treating staff as professionals;
- c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- d. focusing on high priority issues related to student learning and staff competence;
- e. recognizing and acknowledging outstanding performance;
- f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resource sufficiently to priority goals;
- h. taking action to carry out plans and accomplish goals; and
- i. maintaining the administrator's own professional goals.

An administrator guides instruction and supports an effective learning environment.
Performances that reflect attainment of this standard include
- a. supporting the development of a school wide climate of high expectations for student learning and staff performance;
- b. ensuring that effective instructional methods are in use;
- c. maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities;
- d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
- e. facilitating the establishment of effective learning environments.

An administrator oversees the implementation of curriculum.
Performances that reflect attainment of this standard include
- a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
- b. interpreting school district curricula in terms of school-level organization and program;
- c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;
- d. monitoring social and technological developments as they affect curriculum.

An administrator coordinates services that support student growth and development.
Performances that reflect attainment of this standard include
- a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
- b. providing for student guidance, counseling, and auxiliary services;
- c. coordinating outreach for students, staff and school programs, community organizations, agencies and services;
- d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- e. supporting the development and use of programs that connect schooling with plans for adult life; and
- f. supporting the development and overseeing the implementation of a comprehensive program of student activities.

An administrator provides for staffing and professional development to meet student learning needs.
Performances that reflect attainment of this standard include
- a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
- b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
- c. evaluating staff for the purpose of making recommendations about retention and promotion; and
- d. participating in the hiring of new staff based upon needs of the school and district priorities.

An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.
Performances that reflect attainment of this standard include
    a. developing tools and processes to gather needed information from students, staff, and the community;
    b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;
    c. interpreting assessment information and evaluations for others; and
    d. relating programs to desired standards or goals.

An administrator communicates with diverse groups and individuals with clarity and sensitivity.
Performances that reflect attainment of this standard include
    a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
    b. obtaining and using feedback to communicate more effectively;
    c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
    d. communicating a positive image of the school in the community.

An administrator acts in accordance with established laws, policies, procedures, and good business practices.
Performances that reflect attainment of this standard include
    a. acting in accordance with federal and state statutes, regulations, and other law;
    b. working within local policy, procedures, and directives; and
    c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.
Performances that reflect attainment of this standard include
    a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
    b. identifying relationships between public policy and education;
    c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
    d. engaging in and supporting efforts to affect public policy to promote quality education for students;
    e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
    f. enlisting public participation in and support for school programs, student achievement, and the school wide climate for learning.

An administrator facilitates the participation of parents and families as partners in the education of children
Performances that reflect attainment of this standard include
    a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
    b. ensuring that teachers and staff engage parents and families in assisting student learning;
    c. maintaining a school or program climate that welcomes parents and families and invites their participation; and
    d. involving parents and community in meaningful ways in school or program decision-making.

Interstate School Leaders Licensure Consortium

ISLLC Standards

Adopted 2008: The Council of Chief State School Officers

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

School Leadership that Works: 21 Responsibilities

Robert Marzano

Leadership responsibilities that positively impact student achievement 2006

Responsibility	Principal Actions
Affirmation	Recognizes and celebrates accomplishments and acknowledges failures
Change Agent	Is willing to challenge and actively challenges the status quo
Contingent Rewards	Recognizes and rewards individual accomplishments
Communication	Establishes strong lines of communication with and among teachers
Culture	Fosters shared beliefs and a sense of community and cooperation
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus
Flexibility	Adapts his or her leadership to the needs of the current situation and is comfortable with dissent
Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention
Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling
Input	Involves teachers in the design and implementation of important decisions and policies
Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture
Involvement in C.I.A.	Is directly involved in the design and implementation of curriculum, instruction and assessment practices
Knowledge of C.I.A.	Is knowledgeable about current curriculum, instruction and assessment practices
Monitoring/Evaluating	Monitors effectiveness of school practices and their impact on student learning
Optimizer	Inspires and leads new and challenging innovations
Order	Establishes a set of standard operating procedures and routines
Outreach	Is an advocate and spokesperson for the school to all stakeholders
Relationships	Demonstrates an awareness of the personal aspects of teachers and staff
Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs
Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
Visibility	Has quality contact and interactions with teachers and students

Acknowledgements