



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

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April 26, 2011

MEMORANDUM

To: Members, Board of Education

From: Sean Dusek, Assistant Superintendent *Sean Dusek*

Re: School Administrator Evaluation update

At the May 2, 2011 board work session, the administration would like to take some time to present information on district efforts to revise the current school administrator evaluation system. The information will include an update on the work done by the district level committee, components of the new system for your input, and next steps in this process.

Attached are some artifacts developed by the committee. More artifacts for your review and input will be provided at the work session.

SCHOOL ADMINISTRATOR EVALUATION CONTINUOUS GROWTH SYSTEM

NEW TO POSITION EVALUATION PLAN (YEAR 1 AND YEAR 2)	EXPERIENCED ADMINISTRATOR PLAN MORE THAN 2 YEARS IN CURRENT POSITION	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN		
<p>Purpose: To support the inductee in learning and achieving the performance standards of the profession, position 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 experience school administrators structure, assistance, and guidance towards 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 in their 1st or 2nd year in the position</p> <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 • <u>Before December 15</u> – Formative feedback conference followed by completion of formative feedback form • <u>Before March 15</u> – Summative conference followed by completion of Formal evaluation document • <u>Before June 15</u> - Formative feedback conference followed by completion of formative feedback form 	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Formal Evaluation Plan</p> <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 • <u>Before December 15</u> – Formative feedback conference followed by completion of formative feedback form • <u>Before March 15</u> – Summative conference followed by completion of Formal evaluation document • <u>Before June 15</u> - Formative feedback conference followed by completion of formative feedback form </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Principal Enrichment Pathway (PEP)</p> <p>Follows the protocol:</p> <p>Principal-driven goals relating to District goals/initiatives, School Leadership that Works</p> <p>Aligned with action plans in any of the following:</p> <ul style="list-style-type: none"> • Self-Directed Professional Growth • Action Research • Mentoring a New to position administrator • Peer Coaching • Lead Administrator for Student Intern </td> </tr> </table>	<p style="text-align: center;">Formal Evaluation Plan</p> <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 • <u>Before December 15</u> – Formative feedback conference followed by completion of formative feedback form • <u>Before March 15</u> – Summative conference followed by completion of Formal evaluation document • <u>Before June 15</u> - Formative feedback conference followed by completion of formative feedback form 	<p style="text-align: center;">Principal Enrichment Pathway (PEP)</p> <p>Follows the protocol:</p> <p>Principal-driven goals relating to District goals/initiatives, School Leadership that Works</p> <p>Aligned with action plans in any of the following:</p> <ul style="list-style-type: none"> • Self-Directed Professional Growth • Action Research • Mentoring a New to position administrator • Peer Coaching • Lead Administrator for Student Intern 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • More than half basic ratings in a component or domain results in a Directed Assistance Plan. • This is a directed evaluation period that focuses on components from all four Domains that are not in the <i>Proficient</i> range. • A Directed Assistance Plan will be in place for no longer than 90 days. 	<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 <i>unsatisfactory</i> 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 approval required BEFORE a school administrator moves to Directed Assistance Plan or Needs Improvement Plan.</p>
<p style="text-align: center;">Formal Evaluation Plan</p> <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 • <u>Before December 15</u> – Formative feedback conference followed by completion of formative feedback form • <u>Before March 15</u> – Summative conference followed by completion of Formal evaluation document • <u>Before June 15</u> - Formative feedback conference followed by completion of formative feedback form 	<p style="text-align: center;">Principal Enrichment Pathway (PEP)</p> <p>Follows the protocol:</p> <p>Principal-driven goals relating to District goals/initiatives, School Leadership that Works</p> <p>Aligned with action plans in any of the following:</p> <ul style="list-style-type: none"> • Self-Directed Professional Growth • Action Research • Mentoring a New to position administrator • Peer Coaching • Lead Administrator for Student Intern 				
<p>District evaluators will work with new to position school administrators on a Directed Assistance Plan when concerns are noted on Formative and/or Formal evaluation forms</p>	<p>For School Administrators:</p> <ul style="list-style-type: none"> • Cycling off Principal Enrichment Pathway after 2 years • Designated by district evaluator to remain on Formal protocol • Have a significant change in assignment <p>Note: Experienced administrators that have more than half of Basic Element and/or Component Ratings during formative and/or summative evaluation periods will move to the Directed Assistance Plan.</p>	<p>For School Administrators who:</p> <ul style="list-style-type: none"> • Are in their 3rd year at their current position AND who have demonstrated overall <i>Proficiency</i> in all 4 domains. • Are approved by the Superintendent for this pathway • May continue with Principal Enrichment Pathway with district evaluator approval for next year. 	<p>For any school administrator:</p> <ul style="list-style-type: none"> • Whose performance remains in <i>Basic</i> 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. <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</p>	<p>For any school administrator:</p> <ul style="list-style-type: none"> • 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 <i>Unsatisfactory</i> 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>After successful completion of a Needs Improvement Plan, a school administrator returns to prior</p>	

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		the discretion of the Superintendent.	status if tenured. If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.

KPBSD Administrator Framework of Practice

Domain 1: Vision and Goals	Domain 2: Culture of Learning
<p>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 that is shared and supported by the school community and district.</p> <p>1a. Embracing the Vision</p> <p>1.b Communicating Vision and Goals</p> <p>1c. Implementing Vision and Goals</p> <p>1d. Monitoring and Evaluating the Vision</p>	<p>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.</p> <p>2a. Advocating a Culture of Learning</p> <p>2b. Monitoring Student Learning</p> <p>2c. Evaluating Effective Instruction (2b del)</p> <p>2d. Sustaining a School-wide Focus on Instruction and Learning</p>
Domain 4: Professional Responsibilities	Domain 3: Management Of the Learning Organization
<p>A school administrator is an educational leader who promotes the success of all students by demonstrating ethical, values, beliefs and attitudes that inspire all students and staff to high level of performance, and demonstrating a commitment to continuous professional growth.</p> <p>4a. Maintaining Professional Relationships</p> <p>4b. Involving Members of the Community</p> <p>4c. Demonstrating a Personal and Professional Code of Ethics</p> <ul style="list-style-type: none"> - Understanding one’s impact on the school and community - Respecting the Rights and Dignity of All <p>4d. Growing and Developing Professionally</p> <ul style="list-style-type: none"> - Resilience <p>4e. Community and Stakeholder empowerment</p>	<p>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.</p> <p>3a. Solving Problems or Concerns</p> <p>3b. Managing Resources</p> <p>3c. Working within Policies, Laws and Regulations</p> <p>3d. Creating a Safe, Welcoming Environment to Ensure Successful Teaching and Learning</p> <p>3e. Sustaining Current and Previous Improvements</p>

KPBSD Administrator Framework of Practice

Aligned to Alaska State Standards for Administrators
 Aligned to “School Leadership that Works” by Robert Marzano

Domain 1: Vision and Goals	Domain 2: Culture of Learning
<p>1a. Embracing the Vision *Culture—Fosters shared beliefs and a sense of community and cooperation.</p> <p>1.b Communicating Vision and Goals *Ideals/Beliefs—Communicates and operates from strong ideals and beliefs about schooling.</p> <p>1c. Implementing Vision and Goals *Focus—Establishes clear goals and keeps those goals in the forefront of the school’s attention.</p> <p>1d. Monitoring and Evaluating the Vision</p> <p>*AK standards aligned: 1a-1c,1f-1i,2a,2c,10d</p>	<p>2a. Advocating a Culture of Learning *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.</p> <p>2b. Monitoring Student Learning *Monitoring/Evaluating—Monitors effectiveness of school practices and their impact on student learning.</p> <p>2c. Evaluating Effective Instruction (2b del) *Involvement in C.I.A.—Is directly involved in the design and implementation of curriculum, instruction, and assessment practices.</p> <p>2d. Sustaining a School-wide Focus on Instruction and Learning *Knowledge of C.I.A.—is knowledgeable about curriculum, instruction, and assessment practices.</p> <p>*AK standards aligned: 1a,1b,1d,2a-2e,3a-3d,4a,4d-4f,5a-5d,6a-6d,10b,10c</p>
Domain 4: Professional Responsibilities	Domain 3: Management Of the Learning Organization
<p>4a. Maintaining Professional Relationships *Communication—Establishes strong lines of communication with and among teachers. *Relationships—Demonstrates an awareness of the personal aspects of teachers and staff. *Input—Involves teachers in the design and implementation of important decisions and policies. *Visibility—Has quality contacts and interactions with teachers and students.</p> <p>4b. Involving Members of the Community *Outreach—Is an advocate and spokesperson for the school to all stakeholders.</p> <p>4c. Demonstrating a Personal and Professional Code of Ethics</p> <ul style="list-style-type: none"> - Understanding one’s impact on the school and community - Respecting the Rights and Dignity of All <p>*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.</p> <p>4d. Growing and Developing Professionally</p> <ul style="list-style-type: none"> - Resilience <p>*Change Agent—Is willing to change and actively challenges the status quo. *Affirmation—Recognizes and celebrates accomplishments and acknowledges failures.</p> <p>4e. Community and Stakeholder empowerment *AK Standards aligned: 1a,1b,7a-7d,9i-9f,10a-10d</p>	<p>3a. Solving Problems or Concerns *Flexibility—Adapts his or her leadership to the needs of the current situation and is comfortable with dissent.</p> <p>3b. Managing Resources *Resources—Provides teachers with materials and professional development necessary for the successful execution of their jobs.</p> <p>3c. Working within Policies, Laws and Regulations *Order—Establishes a set of standard operating procedures and routines.</p> <p>3d. Creating a Safe, Welcoming Environment to Ensure Successful Teaching and Learning</p> <ul style="list-style-type: none"> *Discipline—Protects teachers from issues and influences that would detract from their teaching time or focus. *Contingent Rewards—Recognizes and rewards individual accomplishments. <p>3e. Sustaining Current and Previous Improvements *Optimizer—Inspires and leads new and challenging innovations.</p> <p>AK Standards aligned: 1a,1b,7a-7d,8a-8c,4a-4f</p>