

## KPBSD Administrator Evaluation Committee Meeting

April 19, 2011

Member Name/Group	Present	Absent
Sean Dusek, Assistant Superintendent of Instruction	X	
Tim Peterson, Director of Human Resources		X
Christine Carlson, Community Representative	X	
Tim Navarre, School Board Member		X
Lynn Hohl, School Board Member	X	
Treva Walker, Principal at Seward High School	X	
John O'Brien, Principal at Nikiski Middle/High School	X	
Melissa Linton, Principal at K-Beach Elementary School	X	
Christine Ermold, Principal at Sterling Elementary School	X	

Others Present: None

Sean reviewed the new Continuous Growth System map. Forms that need to be developed include a pre-conference form, formative feedback form, and formal evaluation document. Sean described how the process will be rolled out in implementation, which includes placing all administrators in the new model next year based on their position and years of experience in the District. (Years 1-2 Formal, Years 3-4 PEP, Year 5 Formal, Years 6-7 PEP, Year 8 Formal, Years 9-10 PEP, etc...)

Sean presented the general feedback from administrators regarding indicators for the Domains.

- In answer to some of the questions posed, Sean clarified that when someone “up the ladder” fails to meet their obligations in the process, administrators will not be held accountable- but when someone “down the ladder” fails to meet their obligations- such as a teacher- they will certainly be held accountable.
- Administrators on the formal evaluation will be evaluated on all 18 next year.
- Directors, program managers, community, and staff, along with a self-reflection component will all become data points in the evaluation process.
- This should not become an artifact-heavy checklist that results in people collecting a giant box of stuff to turn in at the end of the year.
- Collaboration will be tied into the evaluation indicators- such as evidence showing how administrators are

conducting collaborative meetings and how they've trained staff to collaborate. The Distinguished column will emphasize the teacher-leadership and community leadership aspect being maximized, just as in the teacher evaluation, student leadership draws the distinction between proficient and distinguished.

- The obligation for principals to “prove up” their effectiveness will be balanced with observations and consideration of multiple data points by central office.
- Use of the Effective Instruction model and leadership of 21<sup>st</sup> Century Skills instruction will be included in the evaluation indicators.
- The distinctions between the ratings include: Unsatisfactory- you aren't doing it, Basic- you're kind of doing it, Proficient- you're doing it well, Distinguished- you're doing exceptionally well building capacity and helping others to lead.

Sean shared that Lynn received feedback from one board member and the Site Council feedback overwhelmingly identified communication as the most significant component of an effective principal. Christine C. added she also heard feeling supported by the principal for staff, students, and parents, was also very important. Sean talked about ways that principals might engage the Site Council members in actively soliciting information about how administrators can improve.

Each group shared the work they accomplished on their sections, and Christine and Melissa and Trevan and John will meet at least once more before the 5/4/11 administrator meeting to work on the documents some more.

The next meeting will be on May 17, 2011