

## KPBSD Administrator Evaluation Committee Meeting

May 17, 2011

<b>Member Name/Group</b>	<b>Present</b>	<b>Absent</b>
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	
Trevan 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

Review feedback: Feedback was sought from principals and other administrators, and two main concerns surfaced:

- Evidence gathering- by whom, how often, what type? Could much of the evidence be housed in the school portfolio, in One Note, or online at the school's Edline page? Collection of evidence in a way that isn't something "extra" and allows principals to make the most of things they're already doing (posting information online, sending emails, saving information into an electronic shared folder.) Ensuring we have an evidence collection/storage process that facilitates dialogue is important because the dialogue is the critical component of the process.
- All 18 components- too much in year 1? What might it look like if we phased in the number of components formally evaluated? Evidence might not be collected in all components unless there are concerns brought up. Administrators likely wouldn't be given a choice of where they'd start (on the formal or the PEP) to ensure a clean start to the overall process, which would result in: 21 people would be on the formal process (11/10 for Sean/Steve) and the remaining 16 would be on a PEP (there would be a cap of 5 PEPs per Director with Sean and Steve picking up the remainder.)

Review current documents – take a look at initial manual

- Little feedback was given regarding the documents.

- Sean cleaned up the “big picture” form so it was easier to read.
- “Performance in the Domain” page provides good solid examples and ideas of what principals are expected to do to demonstrate their skills in the domains.
- Domain 2 is such a significant one, that in the case of a phase in of domains for the evaluation process, Domain 2 will be a major focus and is likely to be revised slightly to ensure it is inclusive and reflects what it needs to.
- 4e sounds a little “skinny” and is something to be added to eventually.
- The language regarding when a principal moves to a Directed Assistance Plan was clarified and now states a DAP will be used when an administrator has basic ratings in “half or more of the components” in a domain.
- Sean plans to take the plan to the Board in July- and this is the last meeting for this committee this year.

Finalize rubric – The rubric was reviewed and no final changes appeared to be needed. All received feedback was positive and indicated people felt like the rubric was a really good document.

Finalize input surveys- Minor adjustments were made to wording on the surveys. Sean will have the whole thing put into an electronic format so we can easily see which questions will be answered by which respondents and he’ll send it out to us as soon as possible.

Phase In of the Evaluation Model- Instead of focusing on all 18 components at one time, a phase-in process will be used to ensure the success of the new model and allow for adjustments to be made as needed.

Phase 1- The components for which evidence will be collected during 2011-12 are: 1a, 1c, 2a, 2b, 2c, 2d, 3a, 3d, 4a, & 4b.

Phase 2- Full implementation of evidence collection for all 18 components is intended. The committee discussed concerns regarding evidence collection on all 18 being so cumbersome that it becomes a checklist or otherwise loses fidelity to the intent of the model. The committee agreed that watching the process carefully during the first year and then evaluating the effectiveness and impact of going to all 18 in Phase 2 will be important. Consideration of the overall picture of how many components are being evaluated on teachers and principals alike should also be factored into final decisions.

Evaluator/Director/Principal roles in the process were discussed and minor adjustments were made, including a provision ensuring that concerns are brought to principals in a timely manner.

Next steps

- Board review/approval in July
- Implementation August (roll out starts August 4)

- Professional development focus- each admin. mtg. will include a focus on the new evaluation model and exploring the domains with collaborative processes.

The committee will next meet in mid-September, 2011.