KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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SCHOOL BOARD COMMUNICATION

Title:	**KPBSD Evaluation Systems update**		
Date:	**5/29/12**	**Item Number:**	Worksession
Administrator:	**Sean Dusek, Assistant Superintendent** Sean Dusek		
Attachments:	**Effective Instruction Evaluation System documents**		

☐ **Action Needed** ☒ **For Discussion** ☐ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

The Effective Instruction Evaluation Committee and Effective Leadership Committee met to review information gathered from teachers and administrators. This information led to refinement of some evaluation documents and the implementation plan for 2012-13.

ADMINISTRATIVE RECOMMENDATION

Discuss committee recommendations and offer input. Any changes will be up for Board approval in July.

Goal of KPBSD Evaluation

The goal of the evaluation process is the promotion of self-reflection and continuous growth to ensure that every child in the Kenai Peninsula Borough School District receives a world-class, quality education at the hands of our skillful and dedicated professionals.

The new evaluation process is intended to promote self-reflection and continuous growth. This process is grounded in the belief that when given the opportunity, all teachers have the desire to continually improve in their abilities to meet the needs of every child with whom they work. The District's Effective Instruction model is grounded in solid research about teaching and learning and provides a durable framework upon which the changing needs of children in the Kenai Peninsula Borough School District can be met.

Step 1: Training

Purpose: Develop Common Understanding

The new process begins with effective training for both administrators and teachers about the evaluation process. This first step is necessary to ensure there is a common understanding about the criteria by which teaching will be assessed, and must include an introduction to the process, timelines, and paperwork, as well as an overview of the role the teacher and administrator each play in the process.

Step 2: Self-Reflection Conference

Purpose: Teachers Reflect on Practice

See document: Self-Reflection Rubric

The evaluation process centers on teachers reflecting for continuous growth. This second step begins the focused conversations about teaching practices and is the beginning calibration between the principal and teacher regarding what effective practices should be expected to be observed. Teachers should complete the Self-Reflection Rubric on their own. This step involves a meeting with both the teacher and administrator meeting to review the teacher's completed Self-Assessment Rubric and discuss the three primary guiding questions. The conference will include a discussion on evidence that could be collected throughout the year to demonstrate proficiency. No evidence needs to be presented at this time. The goal is to complete this conference by the end of September.

Guiding Questions:

1. What is it you want all students to learn?
2. How will you know when each student has learned?
3. How will you respond when some students experience difficulty in their learning?
4. How will you enrich and extend the learning for students who are proficient?

Step 3: Classroom Walk-Throughs
Purpose: Principal Classroom Awareness

One of the primary factors of school effectiveness is instructional leadership by the building administrator. The third step of the evaluation process involves principals engaging in classroom walk-throughs, which are an essential component of effective leadership and supervision. These walk-throughs provide the principal with multiple opportunities to observe what students and teachers do throughout the course of their time at school, while focusing on factors that support student achievement. Walk-throughs may be of any duration, but are typically 3 to 5 minutes in length, and feedback may or may not be provided, however, a critical component in maintaining a trusting and supportive relationship between teachers and their principals requires that any concerns identified during a walk-through must be shared with the teacher in a timely manner to promote conversation and resolution of the issue. Teachers who are on the Teacher Enrichment Pathway (TEP) should expect administrators to perform classroom walk-throughs throughout the year as well.

Step 4: Informal Observations
Purpose: Principal Classroom Awareness

The fourth step of the process is the completion of informal observations. At least two informal observations of at least ten minutes each help inform the principal's understanding of classroom dynamics and teacher practices, and position the principal to have informed conversations with teachers about their classroom practices. Informal observations provide an opportunity for principals to give teachers feedback about what they have observed, and this feedback is intended to promote reflection and the continuation of effective practices or changes to less effective practices, as may be needed. Evidenced based observations and feedback from informal observations must be given to teachers within five work days, and may occur in person, via email, or through a note. The dates of at least two of these observations are included at the top of the formal evaluation document as an indication that the evidence on which the evaluation is based was gathered on more than one occasion. Teachers who are on the Teacher Enrichment Pathway (TEP) should expect administrators to perform informal observations with a minimum of one (1) per semester.

Step 5: Pre-Observation Conference
Purpose: Focused Conversation about Instruction

See Document: Interview Protocol for a Pre-Observation Conference

The pre-observation conference composes the fifth step of the process. This step uses a more formal process to ensure a focused conversation about teaching practices to be observed in the upcoming formal observation. The pre-conference must be directed by guiding questions that are given to the teacher in advance. This personal conversation between the teacher and principal occurs in preparation for an upcoming formal observation, and can help lay the groundwork for a principal's understanding of what he or she can expect to see during the formal observation.

Step 6: Formal Observation
Purpose: Principal Classroom Awareness

Step 6, the formal observation, is scheduled in advance and lasts for at least 30 minutes. This step in the process must occur at least once prior to each evaluation summary to ensure that every teacher has the opportunity to receive feedback from their principal and incorporate that information into their practice.

Step 7: Post Observation Conference
Purpose: Provide Feedback to Teachers on Instruction

See Documents:
- *KPBSD Formal Observation Document*
- *Interview Protocol for a Post Observation Conference (optional)*

Step 7 is the post-conference. A post-observation conference will be scheduled and held within ten work days following the formal observation. The post-observation conference conversation should be guided by the pre-observation discussion, the observation itself and the Formal Observation Document. This meeting provides a focused opportunity for a shared discussion regarding the teacher's practice to determine proficiency levels and how it impacts students.

Step 8: Evaluation Summary Conference
Purpose: Conversation Reflecting on Instruction

See Document: KPBSD Standard Evaluation Summary

The evaluation summary conference is separate from the post-observation conference, and is the final step in the evaluation process. Prior to the evaluation conference, the principal will email a *draft* of the KPBSD Standard Evaluation Summary document to the teacher with evidence entered and boxes checked. The evaluation conference is a face-to-face meeting between a teacher and a principal during which they discuss where on the rubric the evidence gathered over time indicates the teacher is teaching. The discussion should extend beyond the evidence written on the form and that from the formal observation to allow a reflection of the teacher's overall performance to be considered in the completion of the document. Teachers have the opportunity to bring additional evidence to the conference for consideration. Upon mutual agreement between the teacher, school administrator and HR, the deadline for completion of the Evaluation summary may be extended to April 15.

This step in the process may be separate from the post-conference to ensure both the teacher and the principal do not rely too heavily on a single formal observation as the only indicator of teaching performance. At the conclusion of the evaluation cycle, the teacher and principal will have engaged in multiple conversations aimed at supporting effective instructional practices.

201 File Documentation
At the end of the conference, the principal and teacher have completed the document from step 8, KPBSD Standard Evaluation Summary, and only a signed copy is sent to Human Resources for inclusion in the teacher's 201 file. No other documentation should be sent to Human Resources.

Educator Name: _____

Subjects(s): _____ Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s)

Pre-Observation: _____

Observation (30 minutes): _____

Post-Observation: _____

Domain 1: Planning and Preparation				
Component 1d: *Demonstrating Knowledge of Resources*				
Elements:	UNSAT	BASIC	PROF	DIST
Resources for classroom use	☐	☐	☐	☐
Resources to extend content knowledge and pedagogy	☐	☐	☐	☐
Resources for students	☐	☐	☐	☐
Component 1e: *Designing Coherent Instruction*				
Elements:	UNSAT	BASIC	PROF	DIST
Learning activities	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Instructional groups	☐	☐	☐	☐
Lesson and unit structure	☐	☐	☐	☐
Component 1f: *Designing Student Assessments*				
Elements:	UNSAT	BASIC	PROF	DIST
Congruence with instructional outcomes	☐	☐	☐	☐
Criteria and standards	☐	☐	☐	☐
Design of formative assessments	☐	☐	☐	☐
Use for planning	☐	☐	☐	☐
Evidence for Component Elements:				

Domain 2: The Classroom Environment				
Component 2c: *Managing Classroom Procedures*				
Elements:	UNSAT	BASIC	PROF	DIST
Management of instructional groups	☐	☐	☐	☐
Management of transitions	☐	☐	☐	☐
Management of materials and supplies	☐	☐	☐	☐
Performance of non-instructional duties	☐	☐	☐	☐
Supervision of volunteers and paraprofessionals	☐	☐	☐	☐
Component 2d: *Managing Student Behavior*				
Elements:	UNSAT	BASIC	PROF	DIST
Expectations	☐	☐	☐	☐
Monitoring of student behavior	☐	☐	☐	☐
Response to student misbehavior	☐	☐	☐	☐
Evidence for Component Elements:				

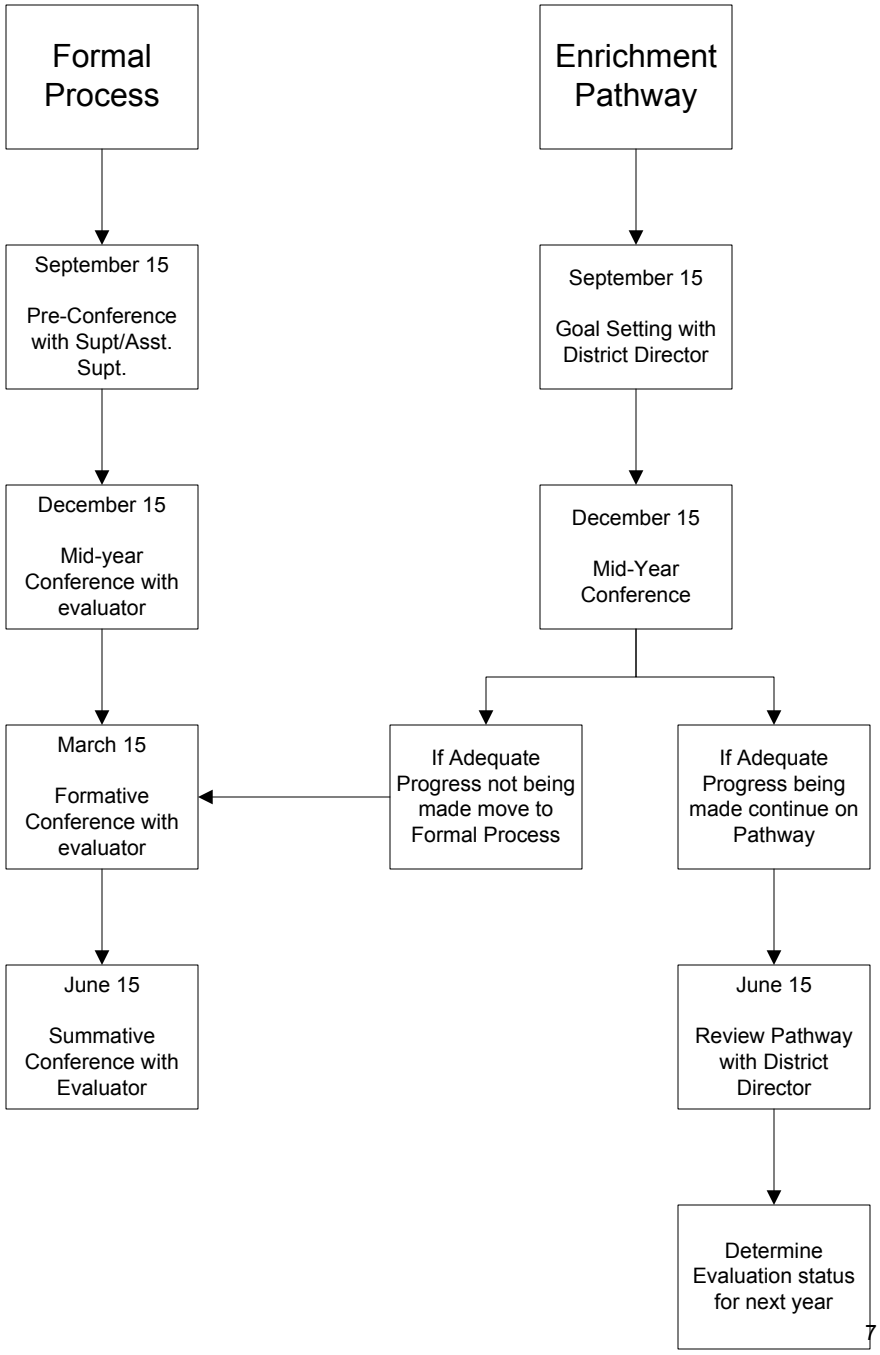
Domain 3: Instruction				
Component 3b: *Using Questioning and Discussion Techniques*				
Elements:	UNSAT	BASIC	PROF	DIST
Quality of questions	☐	☐	☐	☐
Discussion techniques	☐	☐	☐	☐
Student participation	☐	☐	☐	☐
Component 3c: *Engaging Students in Learning*				
Elements:	UNSAT	BASIC	PROF	DIST
Activities and assignments	☐	☐	☐	☐
Grouping of students	☐	☐	☐	☐
Instructional materials and resources	☐	☐	☐	☐
Structure and pacing	☐	☐	☐	☐
Component 3d: *Using Assessment in Instruction*				
Elements:	UNSAT	BASIC	PROF	DIST
Assessment criteria	☐	☐	☐	☐
Monitoring of student learning	☐	☐	☐	☐
Feedback to students	☐	☐	☐	☐
Student self-assessment and monitoring of progress	☐	☐	☐	☐
Evidence for Component Elements:				

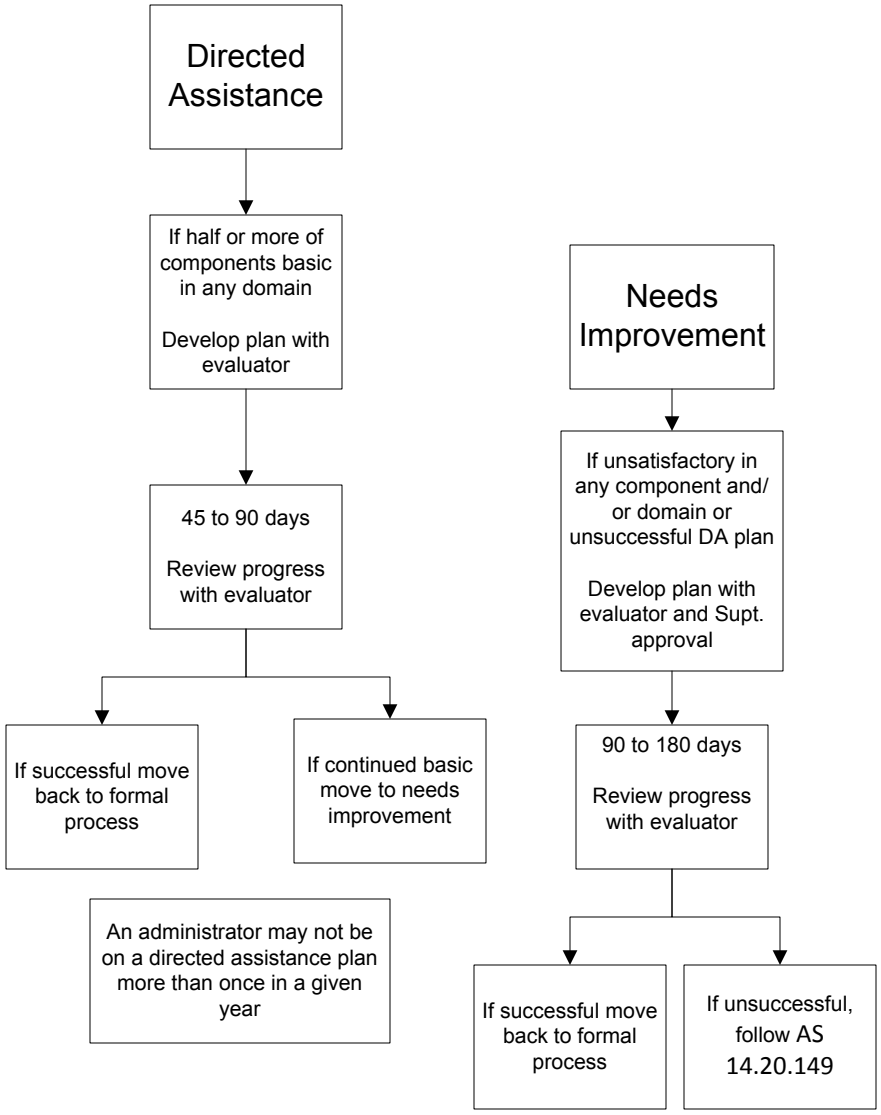
STATEMENT: *A formal conference was held on with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

KPBSD Effective Leadership Evaluation System





Kenai Peninsula Borough School District

Effective Leadership

School Administrator Evaluation Handbook

KPBSD Instruction
7/1/2012

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Effective Leadership Rubric

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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:

All Domains are 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 all Domains 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

EFFECTIVE LEADERSHIP EVALUATION SYSTEM

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 AND who have demonstrated overall *Proficiency* in all 4 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 followed by completion of formative feedback form • 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: Vision and Goals

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.

Criteria:

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

1a. Embracing the 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.

1b. Communicating Vision and Goals

Administrator communicates effectively to appropriate stakeholders about progress towards meeting the school or district goals. Communication is consistently focused on teaching, school programs and their impact on learning and student success. The administrator communicates and operates from strong ideals and beliefs about schooling.

1c. Implementing Vision and Goals

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 students acquire 21st century skills.

1d. Monitoring and Evaluating the Vision

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.

Performance in Domain 1 will be evident through:

- Creates a School Development Plan that is clearly linked to district/school's mission, vision, and goals (1a)
- Collaborative teams' work supports the District's goals and mission with minimal administrative supervision necessary (1a)
- Fostering shared beliefs and a sense of community and cooperation (1a)
- The vision and mission are communicated through the use of symbols, posters, ceremonies, stories, and similar activities (1b)
- Stakeholders can describe the school's vision and goals (1b)
- Utilizing necessary resources to implement the district/school mission and goals (1c)
- The district/school's vision and goals are the basis for all building level initiatives (1c)
- Using data from multiple sources to monitor, evaluate, and revise the school/district's vision, mission, and goals (1d)
- Communicates and operates from strong ideals and beliefs about schooling (1d)
- The vision, mission, and improvement plan is regularly monitored and revised (1d)

Additional Possible Evidence for Domain 1 may include:

Student Recognition Ceremonies
Newspaper Articles Highlighting Student Achievement
Department/Collaborative Team Meeting Minutes
Monthly Newsletters
Appropriate Technology (Alert Now, PowerSchool, etc)
Stakeholder involvement in development of vision, mission, and goals

Domain 2: Culture of Learning

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.

Criteria:

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

2a. Advocating a Culture of Learning

Administrator provides leadership for assessing, developing, and improving the school or district culture and instructional program that is conducive to student learning. 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. The administrator 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. The administrator demonstrates cultivates a culture committed to the success of every student.

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. 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.

2d. Sustaining a School-wide Focus on Instruction and Learning

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 Domain 2 will be evident through:

- 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 (2a)

- Ensures 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 (2a)

- Ensures regularly practiced rituals and routines are in place so that student achievement can occur (2a)

- Monitors effectiveness of school practices and their impact on student learning (2b& 2c)

- Visiting teacher classrooms frequently and providing the teacher with useful feedback (2b)

- Maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities (2b)

- 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 (2b)

- Use of frameworks to support successful teacher growth, self-reflection, and coaching processes (2c)

- Professional development promotes a focus on student learning consistent with the district's goals (2d)

- Ensuring common vocabulary in the District is familiar and in use by teachers (2d).

Possible Evidence for Domain 2 may include:

Teacher Evaluation Evidence Collection (Frameworks)
Use of research-based practices and strategies in classrooms
Documented use of formative assessment instruments to impact instruction
Existence and work of collaborative teams
Department/Collaborative Team Meeting Minutes
Modeling Current Instructional Practices
Student Recognition Ceremonies
Newspaper Articles Highlighting Student Achievement
Prominently Displayed Student Work

Domain 3: Management of the Learning Organization

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.

Criteria:

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

3a. 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.

3b. 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.

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. 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.

3e. Sustaining Current and Previous Improvements

The administrator develops effective structures that support current improvement efforts that are improving student achievement. The administrator plans, leads and supports improvement efforts that inspire new and challenging innovations that improve student achievement.

Performance in Domain 3 will be evident through:

- Collecting data from a variety of sources to solve problems and address concerns (3a)
- Uses effective group processes and consensus building to identify and solve problems in a timely manner (3a)
- Adapts leadership to the needs of the current situation and is comfortable with dissent (3a)
- Needed resources are sought and obtained to support the implantation of the district/school mission and goals (3b)
- Manages time to maximize attainment of district/school goals (3b)
- Provides teachers with materials and professional development necessary for the successful execution of their jobs (3b)
- Enforces school level expectations that are in-line with adopted board policy and state and federal law (3c)
- Confidentiality of school records are maintained (3c)
- Board policies are implemented and adhered to (3c)
- Establishes a set of standard operating procedures and routines (3c)
- Develops student management systems that promote the safe and orderly atmosphere of the school and maximize opportunities for successful learning (3d)
- Creates and maintains a safe, clean, and aesthetically pleasing school environment (3d)
- Protects teachers from issues and influences that would detract from their teaching time or focus (3d)
- Inspires and leads new and challenging innovations (3e)
- Is willing to change and actively challenges the status quo (3e)

Additional Possible Evidence for Domain 3 may include:

Department/Collaborative Team Meeting Minutes
Monthly Newsletters
Critical Incident Plan
Monthly Fire Drill Documentation
Staff Duty Roster
Parent Volunteer log
Impact of professional development on student learning

Domain 4: Professional Responsibilities

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.

Criteria:

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

4a. Maintaining Professional Relationships

Administrator fosters, maintains positive professional relationships, and establishes strong lines of communication with staff. Administrator is respectful of others' opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community. The administrator, while being accessible, approachable, and visible, has quality contacts and interactions with teachers, students, parents, and community.

4b. Involving Members of the Community

Administrator collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning. The administrator is an advocate and spokesperson for the school to all stakeholders.

4c. Demonstrating a Personal and Professional Code of Ethics

Administrator is fair and consistent when dealing with students and staff. The administrator demonstrates values, beliefs, and attitudes that inspire all students and staff to higher levels of performance and holds him or her/self to high ethical standards. The administrator understands his or her impact on the school and community. The administrator respects the rights and dignity of all while promoting high expectations.

4d. Growing and Developing Professionally

The administrator chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school or district. The administrator, while seeking input, consistently acknowledges errors when provided evidence and accepts advice/feedback. The administrator consistently demonstrates learning from mistakes and is resilient in moving forward.

4e. Community and Stakeholder empowerment

The administrator actively seeks community and stakeholder input in the design and implementation of important decisions and policies. The input will influence and support instruction and student performance.

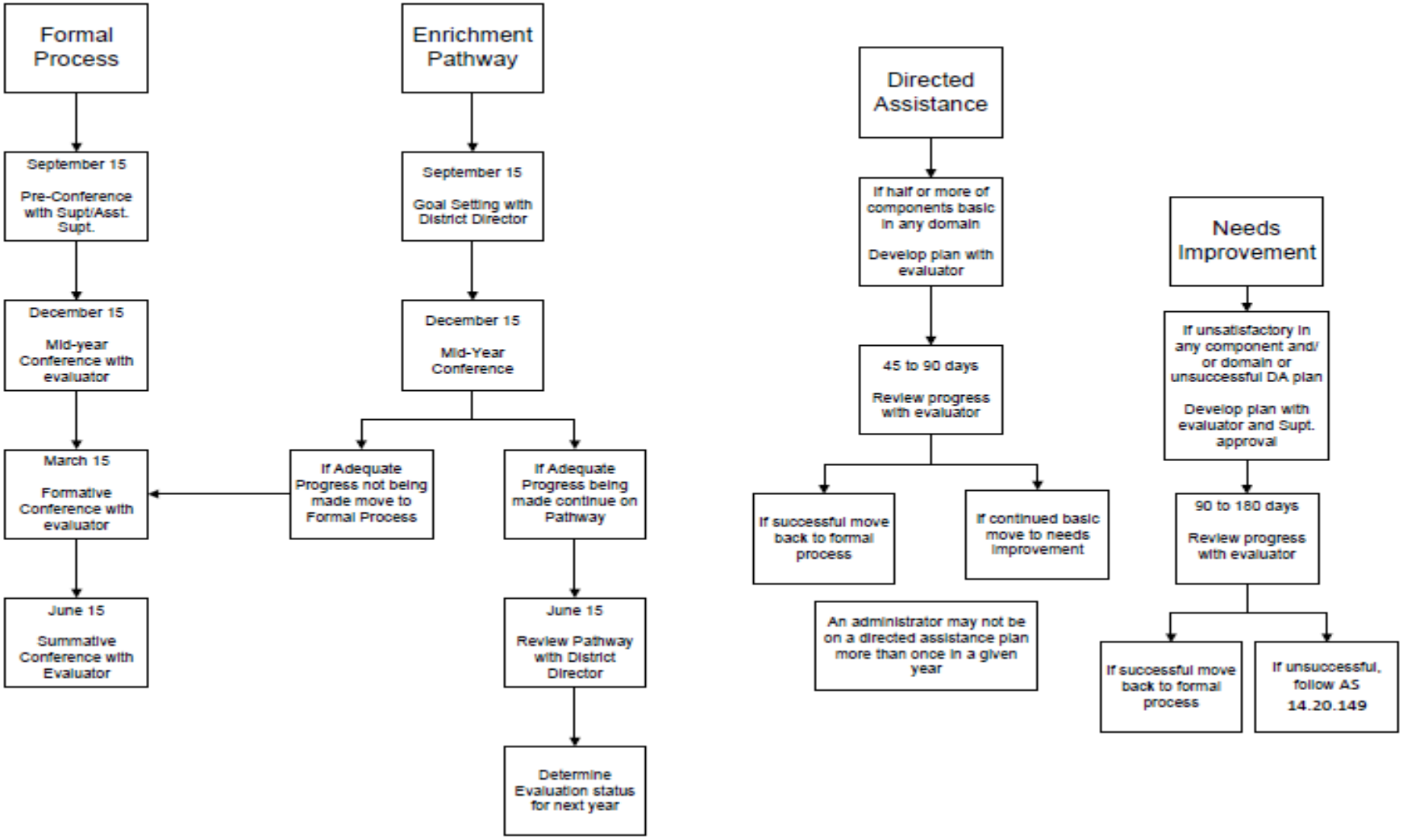
Performance in Domain 4 will be evident through:

- Establishes strong lines of communication with and among stakeholders (4a)
- Demonstrates awareness of the personal aspects of teachers and staff (4a)
- Involves stakeholders in the design and implementation of important decisions and policies (4a)
- Quality contacts and interactions with stakeholders (4a)
- Establishes strong lines of communication with and among teachers (4a)
- Demonstrates an awareness of the personal aspects of teachers and staff (4a)
- Quality contacts and interactions with teachers and students (4a)
- Involves teachers in the design and implementation of important decisions and policies (4a)
- Is an advocate and spokesperson for the school to all stakeholders (4b)
- There is outreach to different business, religious, political, and service agencies and organizations (4b)
- Treats people fairly, equitably, and with dignity and respect (4c)
- Examines personal and professional values (4c)
- Holds all school staff accountable to personal and professional code of ethics (4c)
- Demonstrates a personal and professional code of ethics (4c)
- Considers the impact of one's administrative practices on others (4c)
- Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems (4c)
- Recognizes and celebrates accomplishments and acknowledges failures (4d)
- Maintains certification and currency of knowledge in the field of education (4d)
- Examines and considers the prevailing values of the diverse school community (4e)
- Recognizes and rewards individual accomplishments (4e)
- Empowers community stakeholders to shape school policy and decision making(4e)

Additional Possible Evidence for Domain 4 may include:

Evidence of visibility and accessibility
Evidence of distributed leadership
Teaming with Community Agencies
Sign-in Sheets for PT Conferences/Open House
Community input forms
List of Business/Community partnerships
Professional Development Certificates of Completion
Current Education Transcripts
Conference attendance and follow up reporting
Evidence of community support
PTSA/Booster club operation and participation
Number and use of school volunteers

KPBSD Effective Leadership Evaluation System



Kenai Peninsula Borough School District Effective Leadership Practices
School Administrator Mid-Year Feedback

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

Domain 1: Vision and Goals	Indicators	Mid-Year Status
1a. Embracing the Vision		
1b. Communicating Vision and Goals		
1c. Implementing Vision and Goals		
1d. Monitoring and Evaluating the Vision		
Overall Domain 1		
Comments:		
Domain 2: Culture of Learning	Indicators	Current Status
2a. Advocating a culture of learning		
2b. Monitoring student learning		
2c. Evaluating Effective Instruction		
2d. Sustaining a school-wide focus on instruction and learning		
Overall Domain 2		
Comments:		
Domain 3: Management of the Learning Organization	Indicators	Current Status
3a. Solving problems or concerns		
3b. Managing resources		
3c. Working within policies, laws, and regulations		
3d. Creating a safe, welcoming environment to ensure successful teaching and learning		
3e. Sustaining current and previous improvements		
Overall Domain 3		
Comments:		
Domain 4: Professional Responsibilities	Indicators	Current Status
4a. Maintaining professional relationships		
4b. Involving members of the community		
4c. Demonstrating a personal and professional code of ethics		
4d. Growing and developing professionally		
4e. Community and stakeholder empowerment		
Overall Domain 4		
Comments:		
Formative Focus (Due March 15)		
2c. 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

Domain 2: Culture of Learning	Indicators	Current Status
2c. Evaluating Effective Instruction		
Comments:		
Domain	Indicators	Current Status
Comments:		

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

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

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

Domain 1: Vision and Goals	Unsatisfactory	Basic	Proficient	Distinguished
1a. Embracing the Vision				
1b. Communicating Vision and Goals				
1c. Implementing Vision and Goals				
1d. Monitoring and Evaluating the Vision				
Overall Domain 1				
Comments:				
Domain 2: Culture of Learning	Unsatisfactory	Basic	Proficient	Distinguished
2a. Advocating a culture of learning				
2b. Monitoring student learning				
2c. Evaluating Effective Instruction				
2d. Sustaining a school-wide focus on instruction and learning				
Overall Domain 2				
Comments:				
Domain 3: Management of the Learning Organization	Unsatisfactory	Basic	Proficient	Distinguished
3a. Solving problems or concerns				
3b. Managing resources				
3c. Working within policies, laws, and regulations				
3d. Creating a safe, welcoming environment to ensure successful teaching and learning				
3e. Sustaining current and previous improvements				
Overall Domain 3				
Comments:				
Domain 4: Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
4a. Maintaining professional relationships				
4b. Involving members of the community				
4c. Demonstrating a personal and professional code of ethics				
4d. Growing and developing professionally				
4e. Community and stakeholder empowerment				
Overall Domain 4				
Comments:				

Administrator signature:_____ Date:_____ Evaluator 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:

☐ Domain 1: Vision and goals
☐ Domain 2: Culture of Learning
☐ Domain 3: Management of the Learning Organization
☐ Domain 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 (3)				
The principal is a visible and positive educational leader in the community (4b&e)				
The principal communicates effectively with parents *(community, students)* providing helpful information (i.e., school newsletters, emergency communication, conversations, etc.) (4e)				
The principal is accessible via e-mails, phone calls or personal visits (3a&d)				

	Definitely	Most of the time	Sometimes	Seldom
The principal facilitates notice of site council meetings and topics to parents *(community, students)* (4b&e)				
Enhance site council self-evaluation				
The principal presented a report on school and student performance at a site council meeting (1)				
The principal reviewed school and student data with site council when asking for their recommendations on school goals (1&2b)				
The principal has communicated the school program/goals effectively to parents (community, students) (1b)				
The principal lets parents know how the school is progressing toward the school vision and goals (1c&d)				
The principal sets high expectations for staff and students (2a&d)				
The principal embraces the rich diversity of the community (4)				
The principal fosters a positive learning culture (2)				
The principal helps sustain a school-wide focus on instruction and learning (2&3)				
The principal celebrates staff and student accomplishments (3e)				
The principal celebrates community efforts to support students and the school (4b&3e)				
The principal consistently and fairly handles problems, rewards, etc (3d&4)				
The principal fairly manages resources (staff and funding) (3b)				
The principal complies with laws, policies, regulations, handbook (3c)				
The principal maintains a safe and secure school (3d)				
The principal values instructional time by limiting interruptions and distractions (2d)				
The principal works with the community to provide additional opportunities for students (4b&e&3e)				
The principal treats everyone in a professional and respectful manner (4c)				

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 (3)				
The principal is a visible and positive educational leader in the community (4b&e)				
The principal communicates effectively (1b, 2b, 4a, 4e)				
The principal is accessible via e-mails, phone calls or personal visits (3a&d)				
The principal has communicated the school program/goals effectively (1b)				
The principal sets high expectations for staff and students (2a&d)				
The principal fosters a positive learning culture (2)				
The principal helps sustain a school-wide focus on instruction and learning (2&3)				
The principal celebrates staff and student accomplishments (3e)				
The principal celebrates community efforts to support students and the school (4b&3e)				
The principal consistently and fairly handles problems, rewards, etc. (3d&4)				
The principal fairly manages resources (staff and funding) (3b)				
The principal complies with laws, policies, regulations, handbook (3c)				
The principal maintains a safe and secure school (3d)				

	Definitely	Most of the time	Sometimes	Seldom
The principal values instructional time by limiting interruptions and distractions (2d)				
The principal treats everyone in a professional and respectful manner (4c)				

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

Administrator: _____ School: _____ Date: _____

Summary of School Goals: _____

Domain 1: Vision and Goals- 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 and goals that are shared and supported by the school community and district.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a. Embracing the Mission	The school leader acts in opposition to the District's mission or ineffectively embeds the Districts mission in educational programs, plans, activities, and actions.	The school leader's attempts to embrace or embed the District's mission in educational programs, plans, activities, and actions are partially successful.	The school leader consistently embraces and embeds the District's mission in the school's vision and many educational programs, plans, activities, and actions.	The school leader, in concert with staff, students, and parents, consistently makes decisions and acts in ways that embrace and further the District's mission in all educational programs, plans, activities, and actions.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b. Communicating Vision and Goals	No communication of the vision and goals is taking place on the part of the school leader.	Communication by the school leader is inconsistent regarding the school vision and goals	Communication of the vision by the school leader focuses consistently on teaching, school programs, and their impact on learning and student success. Stakeholders have an awareness of the school's vision and goals. The school leader keeps the vision of the school in the forefront of the school's attention.	Communication of the vision by the school leader occurs with the help of school stakeholders. It focuses consistently on teaching, school programs, and their impact on learning and student success. Recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c. Implementing Vision and Goals	The school leader does not link instructional planning, strategies and/or student assessment to the goals of the school. The school vision is not aligned with the school's goals, priorities, and identity.	The school leader links some instructional plans or strategies to the goals of the school and interprets available data with limited accuracy. The school vision partially reflects the school's goals, priorities, and identity.	The school leader links most instructional plans or strategies to the goals of the school, and uses assessment data to inform teaching and learning decisions. The school vision accurately reflects the school's goals, priorities, and identity.	The school leader successfully links the school goals to all instructional plans, strategies, school programs, policies, and procedures. The leader systematically uses student achievement data to ensure that the school goals are focused on the success of all students. The school's vision and goals reflect shared beliefs, sense of community, and cooperation.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d. Monitoring and Evaluating the Vision and Goals	The school leader does not monitor teacher performance or school programs effectively, or use data to assess student learning as it relates to progress toward the school goals or toward achievement of the vision.	The school leader inconsistently monitors teacher performance, student learning, or program effectiveness. The school leader monitors progress towards and evaluates the goals or vision of the school only once a year.	The school leader creates or maintains an effective system to monitor teacher performance, student learning, and program effectiveness on an ongoing basis throughout the school year. Progress toward the goals is communicated in a timely and ongoing manner with stakeholders.	In partnership with the school's stakeholders, the school leader conducts regular evaluations of the school's vision and goals. In concert with teachers, the school leader collects data on teacher performance, student learning, and program effectiveness from a variety of sources to adjust practices to foster the attainment of the school's goals and vision.
Evidence:				

Domain 2: Culture of Learning- 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 with district goals, and reflective of community needs.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Advocating a Culture of Learning	The school leader perpetuates a school environment that conveys a negative culture for learning, characterized by low staff and parent commitment to the school with low expectations for student achievement.	The school leader is aware of the most current theories and practices and attempts to work within the school's existing culture to provide an instructional program and professional development plan conducive to student learning	In addition to ensuring faculty and staff are aware of the most current theories and practices, the school leader makes the discussion of these a regular aspect of the school's culture. The school leader actively promotes a culture where it is the responsibility of all staff to make sure that all students are successful and that encourages staff, student, and parent commitment to the school and high student expectations.	In addition to providing resources for faculty to support one another in employing current theories and practices, the school leader models their appropriate use and/or provides structures and support to promote faculty led exploration of those theories in practice and their impact on student learning. The school leader works in concert with stakeholders to cultivate a climate that is deeply committed to the success of every student.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
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 on 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 and 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, skills, and concepts are essential to increase student achievement. The ongoing analysis of multiple sources of student achievement data is an embedded part of instructional planning and analysis.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c.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.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d. Sustaining a School-wide Focus on Instruction and Learning	The school leader does not align learning, teaching, curriculum, instruction, and assessment to maximize student learning.	The school leader has a working knowledge of the district's curriculum design, implementation, evaluation, and refinement process, and participates in learning activities with teachers and students as a learning leader.	The school leader applies their knowledge of the district's curriculum design, implementation, evaluation, and refinement process, to model and facilitate the school's development as a professional learning community to maximize student learning. The school leader protects the teaching and learning process from issues that distract from instruction and student learning.	The school leader encourages and challenges staff to ensure the district's curriculum design, implementation, evaluation, and refinement process maximizes student learning.
Evidence:				

Domain 3: Management of the Learning Organization- 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.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: 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.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b. 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.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
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.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d. Creating a safe, welcoming environment to ensure successful teaching and learning	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.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e. Sustaining Current and Previous Improvements	The school leader has no meaningful improvement efforts in place.	The school leader's planning and support for improvement efforts are ineffective and/or only partially support student learning and achievement.	The school leader develops effective structures and plans that successfully support increased student achievement. The school leader implements improvement efforts with fidelity while also adapting to needs as they arise.	The school leader successfully plans and supports improvement efforts that increase student achievement even as he or she inspires and leads new and challenging innovations and sustains commitment to improvement efforts already in place.
Evidence:				

Domain 4: Professional Responsibilities- A school administrator is an educational leader who promotes the success of all students by demonstrating ethics, values, beliefs, and attitudes, that inspire all students and staff to high levels of performance, and who demonstrates a commitment to continuous professional growth

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a. Maintaining Professional Relationships	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.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Involving members of the community	The school leader does not accept input 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.	The school leader consistently solicits input and establishes solid, ongoing partnerships 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.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Demonstrating a Personal and Professional Code of Ethics - **Understanding ones impact on the school and community** - **Respecting the rights and dignity of all**	The school leader acts without regard for the rights and dignity of members of the school community.	The school leader creates rules and routines that protect the rights and dignity of members of the school community in some circumstances but lacks awareness of how this impacts the school community.	The school leader holds high standards of ethical behavior and actively works to combat behaviors that negatively impact the rights and dignity of members of the school community.	The school leader and community work together to monitor and promote practices that ensure high expectations while protecting the rights and dignity of all members of the school community.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing and developing professionally - **Resilience**	The school leader does not or reluctantly participates in professional development activities. The school leader does not: - Acknowledge errors or weaknesses when confronted with evidence - Accept advice/feedback - Learn from mistakes	The school leader occasionally participates in professional development activities that are aligned with his/her professional needs and the goals of the school or district. The school leader occasionally: - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes	The school leader chooses and participates in professional development activities that are aligned with his/her professional needs and the goals of the school or district. The school leader considers seeking input from others and consistently: - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes	The school leader chooses and participates in professional development activities that are aligned with his/her professional needs and the goals of the school or district. The school leader facilitates and leads professional development opportunities for their colleagues. The school leader actively seeks input from others and: - Identifies errors and weaknesses by citing evidence from practice as well as accepting it from others - Accepting responsibility for errors and weaknesses and sharing evidence and progress toward improvement - Learns from mistakes and invites system wide learning resulting from personal and organizational failures
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Community and Stakeholder Empowerment	The school leader does not make any attempt to establish dialogue with the community and stakeholders.	The school leader makes sporadic attempts to establish dialogue with the community and stakeholders concerning how they can effectively influence and support instruction and student performance.	The school leader establishes communication with community and stakeholders and uses their input to influence and support instruction and student performance.	The school leader proactively develops relationships with the community and stakeholders to develop good will and garner support that advance achievement of the school's vision.
Evidence:				

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.

KPBSD Administrator Effective Leadership Practice

Domain 1: Vision and Goals	Domain 2: Culture of Learning
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. **1a. Embracing the Vision** **1.b Communicating Vision and Goals** **1c. Implementing Vision and Goals** **1d. Monitoring and Evaluating the Vision**	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. **2a. Advocating a Culture of Learning** **2b. Monitoring Student Learning** **2c. Evaluating Effective Instruction (2b del)** **2d. Sustaining a School-wide Focus on Instruction and Learning**
Domain 4: **Professional Responsibilities**	**Domain 3:** **Management Of the Learning Organization**
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. **4a. Maintaining Professional Relationships** **4b. Involving Members of the Community** **4c. Demonstrating a Personal and Professional Code of Ethics** **4d. Growing and Developing Professionally** - **Resilience** **4e. Community and Stakeholder empowerment**	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. Solving Problems or Concerns** **3b. Managing Resources** **3c. Working within Policies, Laws and Regulations** **3d. Creating a Safe, Welcoming Environment to Ensure Successful Teaching and Learning** **3e. Sustaining Current and Previous Improvements**

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

Dr. Paula Bevan: The Danielson Group

Delaware Performance Appraisal System, Delaware Department of Education, 2008

Washoe County School District, Administrator Evaluation Manual

North Carolina Public Schools Principal Evaluation Process, North Carolina Department of Public Instruction, 2008

Alabama Professional Education Personnel Evaluation Program, Principal System, Alabama Department of Education, 2011

Kenai Peninsula Borough School District School Administrator Evaluation Committee 2011:

- Sean Dusek, Assistant Superintendent of Instruction
- Lynn Hohl, School Board Member
- Tim Navarre, School Board Member
- Christine Carlson, Parent representative
- Christine Ermold, Principal
- Melissa Linton, Principal
- Trevan Walker, Principal
- John O'Brien, Principal