Leading Communities of Practice

Assessing Leadership Performance

What Leaders in South Lane School District

Should Know and Be Able To Do

To Lead Learning

South
Lane
school district

Timelines for Assessing Leadership Performance

Suggested Timeline		Action
April	1.	Principals are asked to reflect on the Leadership Standards and identify evidence for each of the standards.
May	2.	The district administrator meets with the principal to hear the principal's evidence and reflections.
Late May	3.	At an Administrative Council meeting, all administrators share their evidence and reflections in small groups.
Early June	4.	The Cabinet Team meets to give input on the performance of all principals.
Late June	5.	District Administrator meets with principal to share final Performance Evaluations. A copy of the final evaluation is placed in the administrator's personnel file. An Individual Professional Development Plan is drafted for the next year.
July	6.	The District develops Achievement Compact targets and submits Compact to the state for approval. The Administrator reads, reflects and rejuvenates in preparation for the work session in August.
August	7.	Administrators develop four learning objectives from three Measures of Student Achievement categories. Administrators and school board members meet in a work session to review priorities and plans for the upcoming year and make any needed adjustments.
September-December	8.	During monthly meetings, Cabinet members review leadership learning objectives progress with principals.
January-February	9.	Administrative Council meeting is devoted to a mid-year reflection of Administrator goals and progress and mid-year adjustments to plans. Principals share their reflections with their District Administrator.

Monthly Conversation Guide for Working with Principals and Administrative Leaders:

January Ask principals to share their mid-year teacher learning objective check-ins. How do they know each teacher is where they need to be in the curriculum? What evidence do principals see that the work being assigned is rigorous and well aligned to the standards?

February What process are principals using to track student progress on state tests? How many testing opportunities have been used? How are principals supporting teacher examination of appropriate interventions and supports for each student?

March What plans have principals made for staffing for the following year? What grade/course changes will be necessary to accommodate student populations? What budgetary needs have been identified that may be different from the status quo?

April What conversations are principals leading for updating their school improvement plans? What does the preliminary data show about progress toward meeting school goals? Have formal evaluations been completed and copies sent to the Human Resource Director? What concerns do principals have about teaching and learning?

May Have principals completed their annual reflection and collection of key evidence for each of the six administrator standards and four learning objectives?

June What initiatives did you implement this year that you know improved student performance? How do those initiatives inform your work as you move into a new school year? What new initiatives are you considering and why?

July What professional reading have principals done during their recharging time? What actions do principals plan to take as a result of their new learning?

August Review Principal's Observation Tracker System and Planning for "face-to-face" Feedback meetings with each teacher. Review inservice and professional development plans for the year.

September Formalize principal's four learning objectives and post learning objectives to Cabinet google document. What process are you using to determine staff learning objectives? Where are you at in that process?

October What early indicators are you tracking to identify students that are showing early signs of struggle? What interventions are you considering to address these issues? How are you following up on chronic absenteeism? Where are your high-flying students at after two months of school?

November What opportunities have parents had to interact with staff and administration this school year? How often have you conducted classroom observations and what does the data say about how staff are doing offering quality instruction to all students?

December What are your plans for refocusing staff and students after the winter break? What adjustments are you planning your daily schedule to insure success toward your school goals for the year? Conduct a careful review of your observation tracking system.

South Lane School District

Principal Evaluation Process

Each principal is assigned to one or more district administrators as their main contact and source of support in a given school year – however, all district administrators work with all principals in various capacities at different times throughout the year. Our entire district administrative team is fairly knowledgeable and experienced and we have established a strong Community of Practice. This includes reading and learning together and supporting one another on a variety of focused initiatives. In the spring of each year, as a team, we develop the plan and focus for our leadership team for the following year. District administrators meet with their respective principals – at the school site – one to four times per month to discuss a variety of topics. These meetings typically include Classroom Learning Walks or Instructional Rounds including the use of tools developed by administrators and teacher leaders from the district.

In mid to late April, principals are given the principal evaluation template both electronically and as a hard copy, and asked to spend some reflection time identifying evidence for each of the six standard areas of the evaluation tool. Our evaluation tool is very specific to the district wide initiatives that are the focus of our work. In May, the district administrator and principal – at one of their regularly scheduled monthly meetings – will discuss the principal's reflections and evidence. At a monthly Administrative Council meeting, administrators share their evidence in small groups – modeling deprivitized practice and sharing best practices. District administrators bring this information from all principals to a cabinet meeting in late May or early June. Each district administrator shares evidence for each principal and cabinet members add additional evidence and comments for the summative evaluation. The district administrator then compiles the completed evaluation and shares the evaluation in a regularly scheduled monthly meeting in June. The superintendent joins each district administrator and principal for this meeting.

Principals typically work with several documents and sets of goals in determining their achievements in a given year. For example, every school has a school improvement plan that is updated annually and includes goals and needs related to leading literacy in their school. Each school also has a school literacy and mathematics plan built into their school improvement plan. In the summer, the school board and all administrators read together and then spend strategic time developing and modifying direction and initiatives for the district.

Principal Effectiveness

Effective principals in South Lane School District integrate principles of cultural competency and equitable practice and promote the success of every student through visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and the socio-political context of their building and district. By demonstrating proficiency in the adopted educational leadership/administrator standards, effective principals improve teacher effectiveness and student learning and growth.

South Lane School District

As the school's instructional leader, effective principals enable critical discourse and data-driven reflection and decisions about curriculum, assessment, instruction, and student progress, and create structures to facilitate instructional improvement. Effective principals ensure their staff receives support, assistance, and professional growth opportunities necessary to strengthen teacher knowledge, skills, dispositions, and instructional practices in mutually identified areas of need. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that promotes collaboration and equity, creates a safe, efficient, and effective learning environment, and improves the school's positive impact on students, families, and community members.

All principals and administrators in South Lane are evaluated not only on attainment of the cores standards, but also on how well students achieve. Each administrator identifies four learning objectives tied to student achievement before the start of the school year. One learning objective must include OAKS data, and the other three learning objectives are selected from a district approved list of state, district, common, school or classroom based assessments. Indicators on the District's Achievement Compact are included on the approved lists. The administrator's direct supervisor approves the learning objectives for the year.

A summative evaluation is given at the end of the year that is based 60% on the six leadership standards and 40% on the learning objectives. Each administrator receives one of four ratings - "Accomplished", "Effective", "Developing" or "Ineffective". Administrators receiving an "Accomplished" rating may be eligible for additional leadership responsibilities and additional compensation. Any administrator falling in the "Ineffective" category will be placed on a Plan of Improvement.

2012-13 Administrative Council – Professional Development Plan
The current year's focus includes implementing our new evaluation model and responding to the goals identified in our District's Achievement Compact. The book we are reading is "Leverage Leadership – *A Practical Guide for Building Exceptional Schools*" by Paul Bambrick-Santoyo. We have developed a common lens by which we view quality instruction, and now we are developing our toolbox for providing effective feedback to teachers based on our classroom observations. Leverage Leadership is helping provide the specific strategies and tools for improving our practice in this area. Through the CLASS Project our district has adopted "The 6 Dimensions of Quality Instruction in South Lane School District" which will drive our teacher evaluation process and the work we do as administrators in providing effective feedback to help teachers improve their practice.

Our meetings will follow a similar format to past schedules. One meeting a month will be at the District Office reading, reflecting, role playing, and sharing strategies. The second meeting of the month will be in schools conducting classroom observations and working on how to provide effective feedback. Administrators will work in small teams and between schools during this time. In addition, Principals will join their District Administrator on classroom observations during their weekly meeting times. We have set

South Lane School District

a district goal that every teacher will be observed at least 8 times during the school year and be given face-to-face after each of those observations.

2011-2012 Administrative Council - Professional Development Plan

The South Lane School District Administrative Council group has met at least twice monthly for the past decade with the primary focus of the meetings on leadership development for administrators and pre-service administrators. This time together is deemed sacred and business type agenda items are rare and dealt with in additional meetings or via technology. Typical Administrative Council meetings include common pre-reading, either from books or research articles. Some of the books read over the past decade include *Leading for Instructional Improvement* by Stephen Fink, *Instructional Rounds in Education* by Liz City, *Whatever It Takes* by Rick DuFour, *Change Leadership* by Tony Wagner, and *Drive* by Daniel Pink. The bi-monthly meetings are facilitated by one of the central office administrators, including the superintendent, and occasionally building administrators are responsible for the facilitation of Administrative Council meetings.

For the past several years we have pushed our Administrative learning into classrooms throughout the district by engaging in Instructional Rounds. A District Administrator works with the building principal to clearly identify a "Problem of Practice" based on student performance data and frequent classroom observations of teaching and learning. Staff in the schools assist the principal in defining the problem. The district team of administrators spends a whole day observing in classrooms at a particular school, collecting data related to the problem identified. The District Administrator leads the debrief of the observations based on the Instructional Rounds protocol identified by Liz City and Richard Elmore.

The 5 Dimensions of Teaching and Learning framework has been added to our work this year. We began in August by reading *Leading for Instructional Improvement* by Stephen Fink. What had been missing from our work was a common framework or lens for how we defined quality instruction. The 5 Dimensions of Teaching and Learning provides this common framework and vocabulary. We are currently working on designing a rubric for using this framework in our classroom observations. For Instructional Rounds we have already incorporated the language of the framework into our observations.

Past History of Administrative Professional Development in South Lane:

In the past, Administrators were a member of a Coaching Commitment Team. The teams were comprised of at least one central office administrator, one elementary principal, one secondary principal, and one administrative intern (also teachers in the district). These teams were established to help coach and support one another in putting into practice the learning that occurred during the Administrative Council meetings. We had clearly established a "Professional Learning Community" but we wanted to direct our work into a "Community of Practice" where we actually used our new learning to make changes and implement new ideas and initiatives. An example of a Coaching Commitment

South Lane School District

Team's work was the team that developed a Classroom Learning Walk Tool. The team used the tool to conduct Learning Walks across buildings as a group and then would confer and debrief the observations made regarding instruction. The development of the tool was a key learning, but the use of the tool and what forms the basis of good instruction has been very powerful in moving our administrative skill forward in supporting good instruction. The tool has since been shared with all administrators and has become a common tool used across the district that is well accepted by teachers, too.

During the 2008-2009 school year, we added a new dimension to our Administrative Council work. As Michael Fullan stated, "the best theories are at their core solidly grounded in action." In order to push our learning (theories into action), we changed the format of our bi-monthly Administrative Council meetings. We will continue our learning time together during the first Monday of the month Administrative Council meeting. The theme for the year was organized around Michael Fullan's work, beginning with his new book *The Six Secrets of Change*. This included our seven board members as well.

In place of our second meeting time per month (with a few exceptions), the Administrative Council Team self selected into one of four Communities of Practice. The work of these leadership communities often times was imbedded in the instructional day. At least one Central Office Administrator was assigned to each of the four Study Groups.

Description of the Communities of Practice

Leadership Studio
The Leadership Studio will mirror the Lesson Study Model we used with writing and mathematics for our Studio Classrooms except the setting won't necessarily be in the classroom. The Principal will identify the "practice" they want to explore more deeply and that will determine the setting for that particular Practice Study Group. The setting may change each rotation. Examples of settings may include a staff meeting, a department meeting, a professional development session with staff, or a parent involvement meeting. A structure will be developed to identify the focus of the observations and the feedback and questions asked following the study.

Co-Facilitators: Krista Parent, Julie DePauw
Participants: Donn Pollard, Brian McCasline, Jeremy Smith

Enhancing Teaching & Learning: One Staff Member at a Time
The Enhancing Teaching & Learning group will examine all aspects of the differentiated supervision and evaluation process. The group may observe one another in various phases of this process and explore other models. This group will also identify effective strategies for working with expert teachers versus rookie teachers and teachers struggling to meet minimal instructional standards. The needs for support staff will also be a key topic of study.

South Lane School District

Co-Facilitators: Julie DePauw, Tim Rochholz
Participants: Steve Morosin, David Bascue, Dave Presley, Ali Nice, Laurie Klein, Tom Horn

Improving Schools From Within
The Improving Schools From Within group will support and challenge building leaders as they focus on innovations and improvements for their schools. Each participant will identify a particular curriculum innovation they are working on in their building and the group will study, coach and support the innovation. Issues related to year long planning, communication, creating a sense of urgency, implementation dips, monitoring progress, celebrating the successes, and adjusting along the way will be topics of discussion.

Co-Facilitators: Todd Hamilton, Chris Parra
Participants: Jackie Lester, Chad Hamilton, Teresa Martindale

Making Meetings Matter
The Making Meetings Matter group will study information, strategies, and tools for effective convening and facilitating. Challenges in facilitation with reluctant or difficult participants, messy problems, limited resources, and equitable participation will be addressed. Participants will prepare to convene or facilitate a meeting or gathering and receive feedback from group members about the effectiveness of the strategies and process.

South Lane School District – Performance Rubric for Leadership Standards

	SLSD LEADERSHIP STANDARDS	ACCOMPLISHED (10)	EFFECTIVE (8)	DEVELOPING (6)	INEFFECTIVE (4)
1.0 VISIONARY LEADERSHIP	An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders. Educational Leaders: 1. Collaboratively develop and implement a shared vision and mission; 2. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning; 3. Create and implement plans to achieve goals; and 4. Monitor and evaluate progress and revise plans.	The Leader articulates a clear vision for the school both verbally and in writing. Staffing and resources are clearly aligned in support of the vision. The Leader is frequently learning and applying that learning to further the vision. The center point of the school's vision is focused on student learning.	The majority of staff and students understand the vision of the school. Many of the school's resources are aligned to support the vision. The leader participates in all administrative professional development and applies learning to the school's vision.	The Leader occasionally references the vision of the school. The Leader is beginning to develop a plan for aligning staff and resources to that vision. Administrative staff development is occasionally operationalized to support the vision.	There is no recognizable vision for the school and what the school stands for. No evidence exists of the district vision implemented in the schools work. Staff and resources have no clear connection to a vision.
2.0 INSTRUCTIONAL IMPROVEMENT	An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth. Educational Leaders: 1. Nurture and sustain a culture of collaboration, trust, learning and high expectations; 2. Create a comprehensive, rigorous and coherent curricular program; 3. Create a personalized and motivating learning environment for students; 4. Supervise and support instruction; 5. Develop assessment and accountability systems to monitor student progress; 6. Develop the instructional and leadership capacity of staff; 7. Maximize time spent on instruction; 8. Promote the use of the most effective and appropriate technologies to support teaching and learning; and 9. Monitor and evaluate the impact of instruction.	The Leader uses a variety of student performance data and first-hand teacher observations to construct a year-long, fluid professional development plan for staff. Literacy is clearly identified as the foundation for both student performance and teacher effectiveness. A clear Pyramid of Interventions exists in Literacy and Mathematics with supports in place for intensive, strategic, benchmark and advanced levels. Professional Development is differentiated when appropriate. A school wide structure is in place for collaborative team planning time including regular meetings and the use of data to make instructional decisions. Teachers are observed at least 7 times per year and given face-to-face feedback based on the observation.	Staff are provided school-based professional development sessions, and the Leader ensures the staff participation in all District-led Professional Development. Data is referenced when determining Professional Development plans. Supports are in place for struggling students in the areas of Literacy and Mathematics. The Leader expects teacher planning teams to meet and monitors those meetings. Teachers are observed 5-7 times per year and given face-to-face feedback based on the observation.	Professional development is loosely based on student performance data and is planned for a month at a time. Participation in District-led Professional Development is inconsistent. Literacy supports exist but are not clearly articulated in a Pyramid of Intervention scheme for the school. Professional Development plans are frequently interrupted for other school business. Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work. Teachers are observed 3-5 times per year and given face-to-face feedback based on the observation.	Professional development is infrequent and is not connected to student or staff performance data. A year-long plan for professional development of the school does not exist. There are no or few teacher planning teams. There is no consistent system in place for teacher observation and feedback.

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SLSD LEADERSHIP STANDARDS	ACCOMPLISHED (10)	EFFECTIVE (8)	DEVELOPING (6)	INEFFECTIVE (4)
3.0 EFFECTIVE MANAGEMENT An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Educational Leaders: 1. Monitor and evaluate the management and operational systems; 2. Obtain, allocate, align and efficiently use human, fiscal and technological resources; 3. Promote and protect the welfare and safety of students and staff; 4. Develop the capacity for adaptive leadership; and 5. Ensure teacher and organizational time is focused to support quality instruction and student learning.	The Leader establishes a set of standard operating procedures and routines that maximize the opportunity for learning. Students and staff are held to high expectations for conduct and performance and hold each other accountable too. The Leader develops and manages a budget that maximizes the learning goals of the school. Outside resources are sought and secured to enhance school offerings.	The Leader establishes a clear set of rules for effective operation of the school. The discipline of students is handled fairly and consequences are enforced to maximize student learning. The Leader holds students and staff accountable for their performance and conduct. The annual budget is adhered to with only approved variances. The Leader participates in seeking outside resources in conjunction with district efforts.	Expectations for staff and students are inconsistent and not well known. The daily operating procedures are occasionally followed but are frequently changed. The budget does not support the school's priorities and budget category limits are not adhered to.	Management of the operations of the school is non-existent. A feeling of the culture of the school being "out-of-control" is palpable. Budget guidelines are not adhered to and the budget is not related to a vision for the school.
4.0 INCLUSIVE PRACTICE An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups. Educational Leaders: 1. Collect and analyze data pertinent to equitable outcomes; 2. Understand and integrate the community's diverse cultural, social and intellectual resources; 3. Build and sustain positive relationships with families and caregivers; and 4. Build and sustain productive relationships with community partners.	The Leader frequently has high quality contact with families and community members and community organizations. The Leader is seen as an advocate and spokesperson for the school to all stakeholders. School communications are frequent and are tailored to engage families in the school culture. Parents and community members feel welcomed and supported and see the Leader as highly visible, accessible and approachable. The Leader develops community partnerships that enhance opportunities for students. A formal structure is in place to engage parents and community members in the life of the school (parent clubs, etc.).	Annually the Leader ensures a minimum of three formal on-site opportunities for parents to communicate with the school. The Leader is frequently visible in the school setting and occasionally in the general community setting. There is an established year-long plan for communicating with families. When asked, the Leader collaborates with community groups or organizations.	The Leader is occasionally seen in the school setting and infrequently seen in the community environment. Parents are typically brought in "after an incidence is over" but rarely when issues first arise. Parents and community organizations find it difficult to participate in the school experience.	The Leader is not visible to the staff and/or community. No partnerships exist to support students and staff. A significant number of parents report not feeling welcome and the Leader being unresponsive to their needs.

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SLSD LEADERSHIP STANDARDS	ACCOMPLISHED (10)	EFFECTIVE (8)	DEVELOPING (6)	INEFFECTIVE (4)
5.0 ETHICAL LEADERSHIP An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner. Educational Leaders: 1. Ensure a system of accountability for every student's academic and social success; 2. Model principles of self-awareness, reflective practice, transparency and ethical behavior; 3. Safeguard the values of democracy, equity & diversity; 4. Evaluate the potential ethical & legal consequences of decision making; and 5. Promote social justice & ensure that individual student needs inform all aspects of schooling.	The Leader communicates and operates from strong ideals and beliefs about "Kids Come First". These beliefs are demonstrated on a daily basis with high respect shown for staff and students and that respect is reciprocated to the Leader. The Leader truly believes that ALL kids can learn at high levels. The Leader demonstrates a high-level of self-awareness and regularly reflects on their practice to improve.	The Leader treats students and staff fairly and shows respect at all times. The Leader acts to support ALL students and staff on a daily basis. Advocacy is shown for all students and staff equally. The Leader demonstrates a solid level of self-awareness and uses reflection to improve their practice.	The Leader's actions and intentions are not always clear and transparent. Some student groups and staff do not feel respected by the Leader. Fairness to staff and students is frequently raised as an issue. The Leader occasionally reflects on their practice when prompted.	The Leader lacks self-awareness and is not reflective about their practice. The Leader at times has demonstrated unethical behavior and does not always stand by their word. The Leader is not self-aware and does not reflect on their practice.
6.0 SOCIO-POLITICAL CONTEXT An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. Educational Leaders: 1. Advocate for children, families and caregivers; 2. Act to influence local, district, state and national decisions affecting student learning; and 3. Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.	The Leader is always communicating key information to stakeholder groups in a timely manner. Potential issues are predicted and shared with District leaders in advance. District leaders are utilized and conferred with when making key decisions. Staff report a positive relationship with the Leader. The Leader is proactive in identifying and implementing trends and initiatives to support student learning. Advocacy of students and families is demonstrated on a regular basis. The Leader has influence beyond their own school/district in supporting student achievement.	The Leader keeps stakeholder groups informed on a regular basis. Communication with individuals and groups is seen as effective. The majority of staff and students identify positively with the Leader. The Leader is aware of formal and informal relationships with staff and the importance of both. The Leader stays current with trends and initiatives and implements as appropriate. The Leader works as a member of a team to positively influence education decisions.	Stakeholder groups frequently feel out-of-the-loop with the Leader. Many staff members do not feel positive about the Leadership of the school. Staff and students do not feel stimulated to do their best work. The leader advocates for some students and families.	The Leader has no involvement advocating for students at the local, state or national levels. Staff and students feel undermined by the lack of leadership in the school. The Leader is not aware of the undercurrents with staff or the school environment.

REVISED: August 6, 2012

South Lane School District
LEADERSHIP PERFORMANCE SUMMARY
2012-13

Administrator:

Professional Practice & Responsibilities:	Accomplished (10)	Effective (8)	Developing (6)	Ineffective (4)
Standard 1 Visionary Leadership				
Standard 2 Instructional Improvement				
Standard 3 Effective Management				
Standard 4 Inclusive Practice				
Standard 5 Ethical Leadership				
Standard 6 Socio-Political Context				
TOTAL SCORE (60 pts. possible)				

Learning Impact (Student Learning & Growth):	Accomplished (10)	Effective (8)	Developing (6)	Ineffective (4)
** Principals must use OAKS data in Category 1 and choose at least one measure from Categories 2 and 3 for the Learning Impact component of their evaluation. A total of 4 learning impact objectives must be chosen.	Exceeds the learning objective.	Meets the learning objective.	Nearly meets the learning objective.	Does not meet the learning objective.
Category 1 State & National Measures OAKS Assessment results for Math, Reading & Writing at tested grade levels and subjects				
Learning Objective from Category 1:				

Administrator's Signature: Date:
Superintendent Signature: Date:

South Lane School District
LEADERSHIP PERFORMANCE SUMMARY
2012-13

	Accomplished (10)	Effective (8)	Developing (6)	Ineffective (4)
Category 2 District Common Assessments Must choose one of the following: Easy CBM, Oral Reading Fluency (ORF) On Track Data – any grade Explore, Accuplacer Intervention Effectiveness				
Learning Objective from Category 2:				
Category 3 School-Based Measures Must choose one of the following: Graduation Rate, Dropout Rate Post Secondary Enrollment Discipline/Referral Data Extra-Curricular Participation Rates Teacher/Supervision Effectiveness Data				
Learning Objective from Category 3:				
Learning Objective from any Category:				
TOTAL SCORE **(40 points possible)**				
OVERALL SCORE	Accomplished 94-100	Effective 80-93	Developing 65-79	Ineffective 64 & below

Significant Achievements:

Focus Areas for Growth:

Administrator's Signature: Date:
Superintendent Signature: Date: