



# DISTRICT LEADER AND BOARD EVALUATION CYCLE

## AUGUST/SEPTEMBER

### ▶ **Set Performance Priorities**

- List all the major initiatives your school teams are working on
- Identify the top 2 priorities for this year across the district

### ▶ **Select Matching Evaluation Characteristics**

- District priorities determine which characteristics to use and/or emphasize
- List the actions/activities needed to accomplish the top priorities
- Select 8-10 evaluation characteristics (domains/factors) that best match the actions/activities
- Note: Year 1 select from up to 10 out of 31, Year 2 up to 20 out of 31, Year 3 = select from all 31

### ▶ **Unpack Characteristics and Determine Evidence\***

- Review the summative rubric description for a characteristic
- Summarize the characteristic in a short sentence with examples of evidence for each

### ▶ **Complete Self-Assessment**

- Director completes a baseline self-assessment (using the full Formative Rubric). Updated each year. Used to find growth edges. A growth edge is a behavior, practice or competencies that could be developed or refined. (*Note: yellow highlights = achieving, blue highlights = growth edges*)
- Identify the characteristics with the most critical growth edges
- Rank order your growth edges in terms of importance for this evaluation cycle
- Select 2 most important growth edges for this year

### ▶ **Develop/Complete Administrator Personal Growth Plan**

## OCTOBER-MAY

### ▶ **Collect and Organize Evidence**

## MAY-JUNE

### ▶ **Review and Interpret Evidence**

## JUNE

### ▶ **Complete Student Growth Rating - per Domain 1 (20% = 10% NWEA, 10% M-STEP)**

### ▶ **Complete Summative Performance Profile**

- Prepare by reviewing all evidence
- Review the evidence and draft ratings
- Confirm the final ratings and compute the overall rating
- Note: The final rating profile should be completed collaboratively, and results should be based on evidences/objective criteria - not perceptions, inferences, or assumptions.

### **\*4 Ways to Gather Evidence**

- 1) *Observation data (videos, photos, charts, indirect observations)*
- 2) *Feedback and process data (results from MICIP surveys regarding school processes and systems)*
- 3) *Documentation (artifacts and word work products)*
- 4) *Self-Assessment (self-ratings based on reflection against performance standards)*



## Superintendent and District Leader Framework 2.0

### Domain 1 – Results

- A. Growth targets on mandatory academic measures**
- B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics**
- C. Growth targets on valid, research supported behavioral measures associated with academic achievement**
- D. Growth targets on valid, research supported psycho-social-emotional measures associated with academic achievement**

Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student's performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc...

### Domain 2 – Leadership

- A. Vision for Learning and Achievement**
  - 1. Mission and Vision
  - 2. Goals and Expectations
- B. Culture**
  - 1. Values, Beliefs, Principles, and Diversity
  - 2. Language, Traditions, Celebrations, and Stories
- C. Leadership Behavior**
  - 1. Informed and Current
  - 2. Strategic and Systemic
  - 3. Fair, Legal, Honest, and Ethical
  - 4. Adaptive and Resilient

### Domain 3 – Systems

- A. Reliable and Coherent, High Impact Instructional Program**
  - 1. Guaranteed and Viable Curriculum
  - 2. Evidence Based and Differentiated Instruction
  - 3. Standards Based Assessment and Feedback
  - 4. Technology to Expand Learning Opportunity
- B. Safe, Effective, Efficient Programs and Services**
  - 1. Laws, Policies, and Regulations
  - 2. Processes and Procedures
  - 3. Resource Allocation and Management
  - 4. Personnel Policies and Practices
  - 5. Non-Instructional Technology

### Domain 4 - Processes

- A. Community Building**
  - 1. Board Relations
  - 2. Leadership Team Relations
  - 3. Internal and External Stakeholder Relations
  - 4. Communications and Media Relations
- B. Evidence Based Improvement**
  - 1. Collaborative Inquiry
  - 2. Systematic use of Multiple Data Sources
  - 3. Data Systems
  - 4. Aligned Improvement, Monitoring, and Reporting

### Domain 5 – Capacity

- A. Human Development**
  - 1. Professional Learning
  - 2. Leadership Development
  - 3. Performance Evaluation
  - 4. Productivity
- B. Contextual and Political**
  - 1. Contextual and Political Awareness
  - 2. Education and Advocacy

## School ADvance Evaluation Cycle

