Educational Leadership Measurement Tools Workgroup

Decision Points for Consensus

February 9, 2012: AS APPROVED by Workgroup

We are using multiple sources of evidence of ***effective professional practice for high quality instructional leadership*** in the ***educational leadership evaluation system***.

I.   Standards-based Performance and Evidence Examples (Rubric, Observation Tools, Conferences, etc.)

   a.   We will use components of each standard that have been collapsed for the summative evaluation and each component within each standard will align to the rubric of indicators for each of the standards that it applies to. (Approved)

   b.   The three performance expectations within each of the six standards will be the components for the summative measurement tool. (Approved)

   c.   Three rating levels (Highly Effective, Effective, and Not Effective) will be used for each of the performance expectations within the standards and observation tools will indicate these rating levels Change to: Move the summative to the overall score and keep the four rating terms from the rubric – Highly effective, effective, emerging effective, and rudimentary. (Approved)

   d.   Observation tools used by evaluators and will be included as one of the multiple measures to determine summative rating levels of high quality instructional leadership. (Approved)

   e.   Observation venues will be included on the documents as suggestions about where to gather potential observational evidence of effectiveness matched to the standards and performance expectations in the summative tool. (Approved)

   f.   Examples of evidence and venues for observation will be suggested by our workgroup and included for each performance expectation within each standard. (Approved)

   g.   Evidence to be used will be gathered by both evaluator and evaluatee in determining rating levels of professional practice. (Approved)

II.   Professional Growth Plan, Goal-setting, Self-Assessment and Formative Processes

   a.   We will use the entire rubric outlining the indicators of the standards for professional growth within the formative evaluation process Change to: The leader will use the standards and rubric to determine the indicators of behaviors and actions for professional growth that will be used in formative evaluation processes. (Approved)

b. Self-assessment using the rubric will be included in the formative process but the weighting of this self assessment has yet to be determined. (Approved)

c. Educators will use the self-assessment process to help set goals for the Professional Growth Plan. (Approved)

d. Pre and post conferences with the evaluator will be an important step in the formative process of the evaluation system but what a conference includes needs to be determined. (Approved)

e. Goal-setting for the Professional Growth Plan will be part of both the formative process for all leaders and will also be a component of the summative process. (Approved)

III. Summative Processes, Annual Timeline, Cycle, Steps in Evaluation Process, Tracking Form, Evaluator and Evaluatee Responsibilities, Due Process, Administrator Roles, Career Continuum

a. A summative evaluation will take place each year and the final summative rating for high quality instructional leadership will be determined using the following components of multiple measures:

1. Success at accomplishment of Professional Growth Plan
2. Observation Ratings relating to the Standards, Performance Expectations, and Indicators
3. Interview Discussions of Examples of Evidence relating to the Standards

This item was TABLED for further discussion.

b. The rating levels for the summative evaluation will be Highly Effective, Effective, Ineffective. (Approved)

c. An Evaluation System Orientation will take place prior to the evaluation cycle and will include information about timelines, due process, evaluation process, and standards. (Approved)

d. The evaluation cycle will be a guide in five steps:

1. Pre-evaluation planning with self assessment using rubric for goal setting; the Pre-conference meeting with evaluator to review self assessment, goal setting, and Professional Growth Plan

2. Data collection with evaluator completing observations, both evaluator and evaluatee collecting evidence for interview, and documentation of professional learning and growth implementing PGP

3. Mid-year conference to discuss progress toward achieving goals in Professional Growth Plan, allowing adjustments if needed

4. Continue data collection, observations, interviews, and implementation of the Professional Growth Plan

5. Post-conference between evaluator and evaluatee for summative evaluation

e. The same educational leadership system will be used for administrators in different roles (i.e., district administration, principal and assistant principal). (Approved)

f. The context of the school/district matters but how it is included has yet to be determined. (Approved)