



NEW HAVEN PUBLIC SCHOOLS – May 10, 2010

OVERVIEW OF PROPOSED SCHOOL- BASED ADMINISTRATOR EVALUATION AND DEVELOPMENT SYSTEM



The Administrator and Teacher Evaluation and Development Systems Were Designed in Parallel and Share Key Components

Component...	...as incorporated in Teacher Evaluation and Developmentand in Administrator Evaluation and Development
Frequent, concrete feedback from supervisors	<ul style="list-style-type: none">• Each teacher will have a single instructional manager with whom they meet formally 3 times per year and informally as appropriate	<ul style="list-style-type: none">• Each administrator will have a single supervisor (Director of Instruction for principals and the Principal for APs) with whom they meet formally three times per year and informally as appropriate
Detailed performance framework	<ul style="list-style-type: none">• The 'Instructional Practices Framework' and 'Professional Values Framework' have been developed to guide teacher practice and components of the evaluation	<ul style="list-style-type: none">• The 'Leadership Practices Framework' (see appendix) has been developed to guide administrator practice and components of the evaluation
Focus on student outcomes (growth)	<ul style="list-style-type: none">• Growth in student learning will play a preponderant role in assessing teacher performance	<ul style="list-style-type: none">• Growth/improvement in student learning and school performance will play a preponderant role in assessing administrator performance
Emphasis on evaluation AND development	<ul style="list-style-type: none">• Teachers will create, with support and input from their instructional manager, a defined plan of targeted development opportunities aligned to evaluation data	<ul style="list-style-type: none">• Administrators will create, with support and input from their supervisor, a defined plan of targeted development opportunities aligned to evaluation data



However, Notable and Appropriate Differences Exist

The School-Based Administrator Evaluation and Development System will....

- **Incorporate 360 degree feedback**

In addition to input from supervisors, the administrator evaluation will include feedback from peers and supervisees (teachers)

- **Emphasize a broad set of school performance outcomes including, but not limited to student learning (growth)**

Additional school performance indicators will be used to measure broad organizational outcomes and may include measures such as the School Learning Environment Surveys or student graduation or drop-out rates

- **Inclusion of input from outside consultants**

Though supervisors will be accountable for the evaluation and overall development of the administrators in their caseload, input on leadership practices may be provided from a variety of sources, including outside consultants such as Cambridge.



APPENDIX

Leadership Practices Framework



School and Instructional Leadership: <i>An Effective School Leader:</i>	Operational Leadership and Resource Management: <i>An Effective School Leader:</i>	People Leadership: <i>An Effective School Leader:</i>	Personal Leadership: <i>An Effective School Leader:</i>
<ul style="list-style-type: none"> • <i>Believes in the ability of all students to learn and achieve at high levels, and motivates him/her and others to ensure the success of all students to fulfill the school's mission.</i> • <i>Inspires, communicates and enables an inspirational vision to motivate the school and community to effective action to maximize the potential of all students.</i> • <i>Builds a strong, productive culture in his/her school that nurtures and builds upon the potential of all students and staff and is inclusive of diverse groups in the community.</i> • <i>Mobilizes and aligns community resources from families to businesses to government, university and social service organizations to enable students' success.</i> • <i>Works with teachers to become more effective and drive greater student learning through the use of data, formal and informal assessments, and communication and integration of expectations *(footnote: implies a level of support from the central office).</i> • <i>Prioritizes being and acts as the instructional leader to drive student learning, including aligning the school's resources in service of student learning and meeting diverse needs, resulting in student achievement gains for all students.</i> • <i>Demonstrates strong working knowledge of curriculum and ensures its successful implementation.</i> • <i>Uses data to inform instructional and operational decisions, particularly making certain data are used for teachers to target instruction to meet students' learning needs and increase student achievement.</i> 	<ul style="list-style-type: none"> • <i>Maximizes operations and resources of the school to ensure student learning (and teachers' ability to concentrate on instruction), focusing physical, technological, financial, time and human resources efficiently, effectively and equitably around what is best for students.</i> • <i>Displays strong strategic thinking and establishes operational and management systems that create a safe, efficient and effective school to allow teachers and other staff to focus on instruction.</i> 	<ul style="list-style-type: none"> • <i>Hires**(footnote: supervisors should take into consideration if principal was not allowed to hire certain teachers), orients, assesses and develops personnel to maximize the potential of students, teachers and other staff in service of student learning and the school's mission.</i> • <i>Supports teachers and other staff members to ensure ongoing improvement and the opportunity for success through personal interaction, observations, professional development and professional growth plans.</i> • <i>Seeks, provides and responds to feedback to improve self and others.</i> • <i>Builds leadership capacity around him/her, including delegating wisely and providing opportunities for others to grow and assume leadership positions.</i> • <i>Builds effective teams.</i> • <i>Anticipates staffing needs before critical time arrives.</i> • <i>Holds adults accountable for student learning and success.</i> 	<ul style="list-style-type: none"> • <i>Assesses situations accurately and matches his/her response appropriately to bring productive resolution to situations.</i> • <i>Manages ambiguity and conflict effectively to allow the school to function productively in service of children.</i> • <i>Capitalizes on the diversity of the school community to improve school programs and meet the diverse needs of all students.</i> • <i>Interacts and communicates effectively with families and the community, including building successful relationship with diverse groups of people in service of students' learning and development.</i> • <i>Values, solicits and integrates different perspectives effectively.</i> • <i>Models being a continuous learner, including demonstrating self-awareness and openness to feedback and improving his/her performance over time.</i> • <i>Leads change and improvement; recognizes when there is a need for change and challenges the status quo.</i> • <i>Leads and acts with respect, integrity, professionalism, fairness and in an ethical manner.</i> • <i>Acts as a contributing team member of the broader district leadership, supporting its goals and the learning of all New Haven students.</i>

School Performance Measures



Measures: The scorecard for the school and Principal will include:

- CMT, CAPT, and other standardized tests: GROWTH and improvement, not on absolute scores
- Quarterly exams/district assessments: (Note: Principals and central office recognize that these instruments need to be strengthened)
- Portfolio Assessments: as developed by the district.
- Retention and success indicators: Graduation rates, dropout rates, college enrollment and retention rates
- Attendance rates: For students, teachers, administrators
- School Learning Environment Surveys: Assesses school climate overall and feedback on leadership practices through input from parents, staff, and students

Considerations

- Change in student achievement over the past 2-3 years will be considered as we look at results, recognizing the cycle of change of a school (especially a turnaround) is on order of 3 years
- Additional but not necessarily on the scorecard: the district should track data on the number of students a Principal sends to another school and consider in the context setting conversation. Moving students could be a good or bad thing depending on whether the student is moved to better setting for him/herself, but should be noted and tracked to understand whether students are being moved students out and whether there are some Principals are particularly good at finding the effective placements for the students (that other Principals could learn from).

Assessment of Administrator Performance (Summative)



The ratings for the evaluation components will be synthesized into a final summative rating at the end of each year. Student growth and School Performance will play a preponderant role in the synthesis.

Leadership Practices Framework	Student Learning and School Performance Growth					
		1 st	2 nd	3 rd	4 th	5 th (Best)
	1 (lowest)	1	1	2	3 *	3 *
	2	1	2	2	3	4 *
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5 (Highest)	3*	3 *	4	5	5

*Ratings with this degree of mismatch should be the subject of focused policy review, outside the context of the specific administrator's evaluation, to determine why such a mismatch is occurring and what, if anything, needs to be corrected. The individual ratings themselves will also be reviewed to ensure that the given rating in these situations is fair and accurate based on the preponderance of evidence shared by the supervisor and the administrator. Individual ratings may be adjusted for unfairness or inconsistency.

While the end-of-year summative rating is the official rating on record, administrators should be aware of what that summative rating will be, based on ongoing situational feedback, as well as feedback received at each evaluation and development conference throughout the year.