

EFFECTIVE LEADERSHIP EVALUATION SYSTEM

FORMAL EVALUATION	PRINCIPAL ENRICHMENT PATHWAY	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
<p>Purpose: To support school administrators in learning, improving and achieving the performance standards of the profession, position and the District.</p> <p>For School Administrators:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>For School Administrators who:</p> <ul style="list-style-type: none"> • Are in their 3rd year at their current position AND who have demonstrated overall <i>Proficiency</i> 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. 	<p>Purpose: To provide new to position and/or experienced school administrators structure, assistance, and guidance towards meeting standards for professional practice.</p> <p>For School Administrators:</p> <ul style="list-style-type: none"> • That have half or more of Basic Domain and/or Component Ratings during formative and/or summative evaluation periods 	<p>Purpose: To provide organizational support and assistance to school administrators who are not meeting the standards for professional practice.</p> <p>For School Administrators:</p> <ul style="list-style-type: none"> • Whose performance remains in <i>Basic</i> 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 <i>Unsatisfactory</i> 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.
<p>Follows the protocol:</p> <ul style="list-style-type: none"> • 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 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • 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 <p>May continue with Principal Enrichment Pathway with Superintendent approval for next year.</p> <p>Possible activities to support PEP:</p> <ul style="list-style-type: none"> • Self-Directed Professional Growth • Action Research • Peer Coaching 	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is a directed evaluation period that focuses on components from all four Domains that are not in the <i>Proficient</i> range. • A Directed Assistance Plan will be in place for no longer than 90 days. <p>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.</p> <p>If completion of the plan is progressing it can be continued at the discretion of the Superintendent/Assistant Superintendent.</p>	<p>Follows the protocol:</p> <ul style="list-style-type: none"> • This is an intensive evaluation period that focuses on components from all four Domains that are in the <i>unsatisfactory</i> 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. <p>Note: Superintendent/Assistant Superintendent approval required BEFORE a school administrator moves to Directed Assistance Plan or Needs Improvement Plan.</p> <p>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.</p>