SCHOOL ADMINISTRATOR

PERFORMANCE EVALUATION SYSTEM GUIDEBOOK

Effectiveness Project©

A Project of CESA 6
A professional evaluation system
based on the Stronge Evaluation model.

CESA6

GROWTH & DEVELOPMENT

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Project Consultant: James H. Stronge, Ph.D., Stronge and Associates Educational Consulting, LLC

SYSTEM OVERVIEW

When you align the *Effectiveness Project* growth and evaluation process for teachers, educational specialists, and school and central office administrators with district goals, behaviors, and processes, the performance evaluation process becomes the vehicle that can assist you in accomplishing your district's vision/long-term success.

PURPOSES AND CHARACTERISTICS

The Effectiveness Project Performance Evaluation System available through the CESA 6 Growth and Development Center are designed to influence, inspire, and empower the growth and development of all staff members within a school district or organization resulting in effective staff and administration. The primary purposes of the evaluation system are to:

- Improve district quality by ensuring accountability for overall performance of staff;
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district and by the specific job descriptions and expectations;
- Provide a basis for growth through productive performance appraisal and growth conversations; and
- Encourage collaboration between the employee and evaluator, to promote self-growth, effective job performance, and improvement of overall job performance.

The *Effectiveness Project Evaluation System* include the following distinguishing characteristics:

- Benchmark behaviors for each job specific performance standards;
- A focus on the relationship between staff performance and improved district achievement;
- The use of multiple data sources for documenting performance, including opportunities for staff to present evidence of their own performance;
- A procedure for conducting performance reviews that increase staff involvement, promote growth, and stress accountable actions;
- A support system for providing assistance for growth and improvement when needed.

The *Effectiveness Project* was developed by Wisconsin educators and leaders under the facilitation of Dr. James Stronge. This system uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. This model is based on the research of the qualities of effective educational leaders.

EVALUATOR CERTIFICATION RECOMMENDATION

The online *School Administrator Performance Evaluation System (SAPES) Evaluator Certification Training* (located in the CESA 6 Growth & Development Help Center) is a professional certification course designed for individuals who are responsible for SAPES evaluation. While the certification is recommended but not required, there are several reasons

why engaging with this certification course could be beneficial:

- Enhance your credibility: Obtaining this certification from the *CESA 6 Effectiveness Project* can enhance your credibility and establish you as an expert in course evaluation.
- Improve your skills and knowledge: The certification course provides a comprehensive overview that covers all aspects of SAPES, including a system and component overview, implementation timeline, and information on encouraging growth through conversations. By completing the course, you will gain a deeper understanding of best practices in course evaluation and improve your skills in this area.
- Access to a professional network: By engaging with the certification course, you will have a common understanding of SAPES that will allow you to connect with other professionals implementing SAPES.

Overall, engaging with the online *School Administrator Performance Evaluation System Evaluator* Certification Training can help you establish yourself as an expert in SAPES evaluation, improve your skills and knowledge in this area and provide access to a professional network.

This Guidebook will address the *School Administrator Performance Evaluation System (SAPES)*. Information on the other systems included in Figure 1 are available through the CESA 6 Performance Evaluation Suite and are included in their individual guidebooks.

FIGURE 1: Effectiveness Project Performance Evaluation Systems
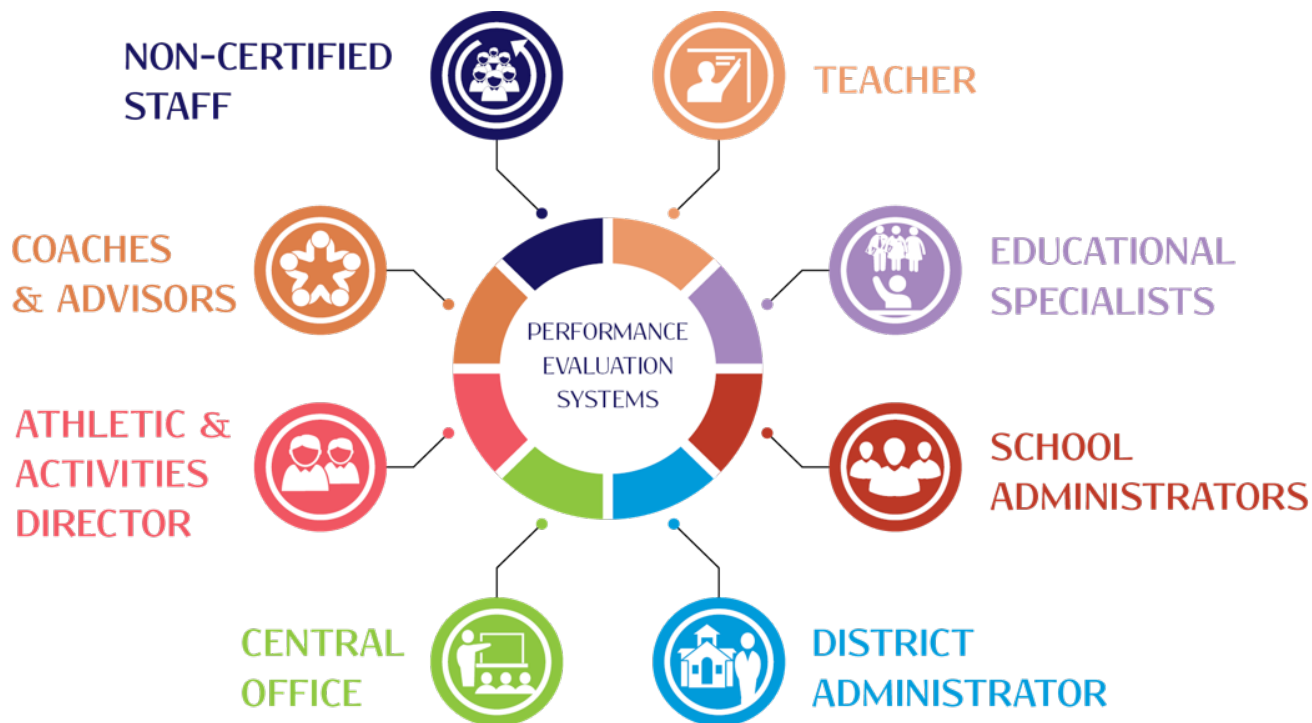
WHO ARE SCHOOL ADMINISTRATORS?

The term school administrator refers to district employees designated as principal and assistant/associate principal for evaluation purposes and who provide leadership and services in the PK – 12 grade range. This guidebook provides the user with a School Administrator Performance Evaluation System (SAPES) that assists with planning and conducting a learning-centered evaluation approach.

MANDATED EVALUATION EXPECTATIONS FOR SCHOOL ADMINISTRATORS

In 2011, the Wisconsin Legislature passed, and the governor signed into law, Act 166, which created Wisconsin Statute § 115.415 (Appendix E). This law requires all Wisconsin school districts and charter schools to use the Wisconsin Educator Effectiveness System or an approved, equivalent model (ie., The *CESA 6 Effectiveness Project*) to evaluate teachers and principals, fulfilling their statutory requirements under Wisconsin Statute §121.02(1)(q) (Appendix E) to evaluate these personnel in their first year and at least every third year thereafter.

EFFECTIVENESS PROJECT TEACHER EVALUATOR CERTIFICATION REQUIREMENTS

As the evaluator of school administrators, it is your responsibility to confirm that the school administrators you supervise are certified evaluators of teachers. The requirements are identified in the New Evaluator of Teachers (NET) Certification and Evaluator of Teachers Recertification sections.

New Evaluator of Teachers (NET) Certification
All new EP evaluators evaluating teachers who have not previously completed initial certification are required to complete the EP New Evaluator Training (NET) provided by CESA 6 prior to evaluating teachers. The enhanced *CESA 6 Effectiveness Project (EP)* initial certification process will consist of robust, asynchronous learning courses that provide the new administrator with the information and processes necessary to coach and evaluate teachers. The experience will include an additional opportunity focused on enhancing the skills and strategies needed to conduct impactful feedback conversations and an enhanced evaluation simulation to include multiple data sources and summative rating. New EP evaluators need to request access to the NET training by completing the NET Registration Form. See Effectiveness Project New Evaluator Certification Training Process, Content and Outcomes for additional details on the EP new evaluator training process and content.

Evaluator of Teachers Recertification (ETR)
All EP evaluators of teachers are required to maintain their certification status by completing the bi-annual recertification courses provided by CESA 6 which are made available in July and January of each school year. The purpose of EP evaluator recertification is to provide evaluators incremental and consistent opportunities to improve their competencies utilizing the *Effectiveness Project Performance Evaluation System* for educators. EP Evaluator Recertification training is delivered as a two-part asynchronous course that can be completed individually or collaboratively over the course of one school year. The training is offered asynchronously, making it more flexible for evaluators to manage their schedules.

Additionally, the bi-annual timing of the training will enable evaluators to maintain their recertification status while fulfilling the annual district calibration requirement. Evaluators are recertified through the successful completion of the courses made available via the CESA 6 *Learning Management System* (LMS). Local education agencies and individuals completing training are encouraged to maintain records of their completion status. See Effectiveness Project Recertification Training Process, Content and Outcomes for additional details.

Responsibilities of Evaluators

The evaluator has the ultimate responsibility for ensuring that the Performance Evaluation System is executed faithfully and effectively. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. As such, more than one administrator may be designated to supervise, monitor, and assist with the multiple data source collection. The evaluator remains engaged throughout the evaluation cycle and is responsible for the summative evaluation of those staff members assigned.

Evaluation Cycle Frequency

According to WI Statute 121.02 (1)(q), districts are to create an evaluation process for all licensed school personnel to occur in their first year of employment and, at least every third year thereafter. This means all school administrators will be evaluated summatively as prescribed by district policy but no less than once every three years. Appendix A provides a visual representation of a suggested evaluation cycle that embeds a Plan, Do, Study, and Act continuous improvement cycle that encourages incremental improvements along the way that get results.

If non-renewal of a school administrator is anticipated, a summative evaluation ideally will occur prior to the preliminary non-renewal notice being issued, provided that the school administrator has had an opportunity to complete all of the Performance Improvement Plan activities.

PRINCIPLES OF EFFECTIVE EVALUATION

Evaluation system implemented in isolation as an accountability or compliance exercise will not improve administrator practice or student outcomes. Administrator and teacher evaluations have the greatest potential to improve practice when the following conditions are in place:

- A foundation of trust that encourages administrators to take risks and learn from mistakes;
- A common, research-based framework on effective practice;
- Implementation of and regular reflection on administrator-developed, data-based goals;
- Cycles of continuous improvement guided by timely, specific feedback through ongoing collaboration; and
- Integration with district and school priorities.

Creating and maintaining these conditions helps move an evaluation system to a learning-centered, continuous improvement process. This section provides an explanation of each principle of learning-centered evaluation and its purpose in the *Wisconsin Educator Effectiveness (EE) System*.

Foundation of Trust

Conditions of trust are critical in a learning-centered evaluation approach. Effective school leaders develop and maintain trust among educators, administrators, students and parents. In the evaluation context, creating conditions of trust first occurs during an orientation session, where administrators and their evaluators discuss these items with transparency:

- The evaluation criteria, or what rubric the evaluator will use to evaluate the administrator;
- The evaluation process, or how and when the evaluator will observe the administrator's practice;
- The use of evaluation results; and
- Any remaining questions or concerns.

Common, Researched-Based Framework

The Wisconsin Educator Effectiveness System is intended to provide a reliable and fair process using multiple measures to promote professional growth and improved student learning. The *CESA 6 School Administrator Performance Evaluation System* is modeled after the *Stronge Leader Effectiveness Performance Evaluation System* developed by Dr. James Stronge. Derived from Dr. Strong's research on school leadership, SAPES includes a set of six standards with indicators that outline the role of school administrators. Each standard includes a four-level rubric to help administrators identify their current practice and map a path for continued reflection and growth. Appendix C includes all rubrics.

Integration with District and School Priorities

Self-identified goals based on rigorous data analyses help personalize the evaluation process and create ownership of the results. The evaluation process becomes strategic when it aligns with identified school and district priorities and reinforces efforts to advance district and school achievement.

ALIGNING CONTINUOUS IMPROVEMENT TO PERFORMANCE EVALUATION

The CESA 6 Growth and Development Center defines continuous improvement as an ongoing effort to make continuous improvement efforts over time with progress being continuously monitored and adjusted based on effectiveness and efficiency. The Effectiveness Project Performance Evaluation System for all employee groups including the SAPES evaluation process are designed to become a part of the district's process of continuous improvement. SAPES embeds a Plan, Do, Study, and Act (PDSA) cycle within its system. Figure 2 provides a visual representation of the continuous improvement cycle and elevates the concept of celebrating small, incremental improvements as you move to accomplish the agreed-upon standards-driven outcomes for all employee groups.

The Plan-Do-Study-Act phases can be described as follows:

PLAN: District goals are established based on relevant data and/or a previously determined strategic plan. After the data is gathered, it is analyzed to determine root causes and to develop goals with action steps to achieve outcomes.

Do: During this phase, action steps are implemented, and regular dates/times are set to monitor the fidelity of implementation and to provide supports as needed. Evidence of practice is collected to measure the impact the action steps have had on student learning and outcome.

Study: After action steps have been implemented to fidelity, the evidence of impact collected is reviewed and determinations are made as to the effectiveness of the actions taken. During this phase, the school administrator may revise the action steps.

Act: Practices proven successful are integrated on a larger scale into a school or the district. Growth targets are established and measured so that modifications can be made when needed. Formal expectations and support are also established to ensure that the new practices are maintained at a high level of effectiveness.

FIGURE 2: GDC Continuous Improvement Cycle adapted from the DPI Continuous Improvement Process Criteria and Rubric Publication Version 1.2 September 2020.

Because improvement and change are hard work, throughout the continuous improvement process it is important to monitor progress, the indicators of success, as well as celebrate the incremental changes in thought and practice that lead to the accomplishment of the district's mission and ultimately, the vision. Pausing to recognize effort and results will go a long way in establishing and maintaining a results oriented, collaborative culture.

ALIGNING IMPROVED EMPLOYEES' ENGAGEMENT TO PERFORMANCE EVALUATION

The SAPES system's forms and their components were strategically designed to honor Gallup's research around what employees need to perform their best in the work environment. The Gallup 2020 Q12 Meta-Analysis that included over 2.7 million workers across 100,000+ teams found a compelling relationship between employee engagement and performance when evaluators met 12 needs to improve employee productivity. Used as designed, SAPES can assist in creating the engagement conditions for 8 of the 12 identified needs that will assist your organization with employee engagement resulting in their self-growth and continuous improvement. Gallup's 12-item engagement survey referred to as the " Q12," is the culmination of that research. Figure 3 represents the Growth and Development Center's correlation of the Q12 Statements with the SAPES forms.

FIGURE 3: Q12 Pyramid and Statements Correlated to SAPES Form

GROWTH

All Forms

Q12. This last year, I have had opportunities at work to learn and grow.
Q11. In the last six months, someone at work has talked to me about my progress.

TEAMWORK

Goal-Setting Plan

*Q10. I have a best friend at work.
*Q09. My coworkers are committed to doing quality work.
Q08. The mission or purpose of my company makes me feel my job is important.
Q07. At work, my opinions seem to count.

INDIVIDUAL

**Goal-Setting Plan
Progress Check
Summative Evaluation Report**

Q06. There is someone at work who encourages my development.
Q05. My supervisor, or someone at work, seems to care about me as a person.
*Q04. In the last 7 days, I've received recognition or praise for doing good work.
*Q03. At work, I have the opportunity to do what I do best every day.

BASIC NEEDS

Goal-Setting Plan

Q02. I have the materials and equipment I need to do my work right.
Q01. I know what is expected of me at work.

*To support the full engagement of the employee, the district will need to create the engagement conditions for Q3, Q4, Q9, & Q10.

SYSTEM COMPONENTS

ESSENTIAL COMPONENTS OF SCHOOL ADMINISTRATOR PERFORMANCE EVALUATION SYSTEM

Because a fair and comprehensive evaluation system provides sufficient detail and accuracy so that both school administrators and their evaluators reasonably understand their job expectations, clearly defined professional responsibilities for school administrators constitute the foundation for the School Administrator Performance Evaluation System. The responsibilities of the School Administrator Performance Evaluation System are included in the three components (Performance Standards, Performance Indicators and Summative Performance Appraisal Rubrics) built into the three SAPES forms (Goal Setting Plan, Progress Check Form, Summative Evaluation Report) located in Frontline Education® platform.

PERFORMANCE STANDARDS

Performance standards define the criteria expected when the school administrator performs duties. For the school administrator, there are six performance standards, listed in Figure 4, that serve as the basis for the administrator's evaluation.

FIGURE 4: Performance Standards

STANDARD	
1	**Leadership for Student Learning:** The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
2	**School Climate:** The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.
3	**Human Resources Leadership:** The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.
4	**Organizational Management:** The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
5	**Communication and Community Relationships:** The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.
6	**Professionalism:** The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

PERFORMANCE INDICATORS

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which school administrators are meeting each standard. This helps school administrators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled.

The list of performance indicators, however, is not exhaustive and are not intended to be prescriptive. Districts may customize by adding indicators that align with local initiatives or priorities. Indicators in one standard may be closely related to indicators in another standard. This is because the standards themselves are not mutually exclusive and may have overlapping aspects. The list of indicators is not meant to be used as a checklist. While every indicator may not be demonstrated, they may serve to drive conversation regarding Board priorities and guide the collection of evidence.

As an example, a set of performance indicators is provided in Figure 5 for *SAPES Standard 4: Organizational Management.*

FIGURE 5: Performance Standard 4 with Indicators

Performance Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

PERFORMANCE STANDARD

Sample Performance Indicators
Examples may include, but are not limited to:
The school administrator:

4.1 Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations and laws, and school district policies and procedures;

4.2 Establishes and enforces rules and procedures to ensure a safe, secure, efficient facility and grounds;

PERFORMANCE INDICATORS

4.3 Monitors and provides supervision of all instructional programs, building space usage, and activities;

4.4 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner;

4.5 Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures; and

4.6 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable that will result in an effective school.

SUMMATIVE PERFORMANCE APPRAISAL RUBRICS

The performance appraisal rubric is a behavioral summary scale that describes acceptable performance levels for each of the six performance standards. It states the measure of performance expected of the school administrator and provides a general description of what a rating entail. The rating scale is applied for the summative evaluation of the school administrator.

Performance ratings are made at the performance standard level, NOT at the performance indicator level. It is important to document a school administrator's performance on each standard with evidence generated from multiple performance measures. The performance rubrics guide the evaluator in assessing how well a standard is performed. Figure 6 shows

an example of a performance appraisal rubric for *Standard 4: Organizational Management*. The Effective column is **bolded** as it is the expected level of performance. For reference, this document contains all six Summative Performance Appraisal Rubrics.

FIGURE 6: Performance Appraisal Rubric for Standard 4

DISTINGUISHED*	EFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	UNACCEPTABLE
In addition to meeting the requirement of Effective…	Effective is the expected level of performance.		
The school administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating highly efficient operations, and maximizing available resources	**The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.**	The school administrator inconsistently supports, manages, or oversees the school's organization, operation and/or use of resources.	The school administrator ineffectively supports, manages, or oversees the school's organization, operation and/or use of resources.

School administrators who are <u>distinguished</u> often serve as role models, mentors, and/or coaches.

DATA SOURCES

The role of the *School Administrator Performance Evaluation System* is to provide sufficient detail and accuracy so that both the administrator and the evaluator understand job expectations which will result in a fair and equitable performance evaluation system. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the school administrator's work but it is strongly recommended that the school administrator discuss the unique characteristics of his or her role/department with the evaluator. The sources of information described in Figure 7 were selected to provide comprehensive and accurate feedback of the school administrator's performance.

FIGURE 7: Data Sources for School Administrator Evaluation

DATA SOURCES	DEFINITION
Self-Assessment	Self-assessment reveals school administrator's perceptions of their job performance. Results of a self-assessment informs school administrator's personal goals for professional development (located in the Goal Setting Plan).
Goal Setting	Goals and related action plans are aligned with long-term plans (e.g., strategic plan) that are measured within the aligned standard(s) and are designed to drive growth in job performance and skills.
Observations/ Progress Check	Observations performed by evaluators provide information on a wide range of contributions made by school administrators. Observations can include watching how a school administrator interacts with others, observing programs, shadowing the administrator, or may be conducted at a session in the form of a conversation to gain insight on a practice. Critical to any observation is the ensuing conversation and feedback.
Documentation Log	Documentation Logs provide documentation generated by school administrators as evidence of meeting the six performance standards.
Surveys *(Optional)*	Surveys, when conducted with a mindset of inquiry and system improvement, can assist with the administrator's decision making.

SELF-ASSESSMENT

The school administrator's annual self-assessment is an important tool for professional growth and development. Through reflection on past experiences, the administrator can identify areas of strength and weakness and develop strategies for growth that promote their professional development. The self-assessment process can also help the administrator set goals for the future and determine the strategies and resources needed to achieve those goals. By considering the goals and objectives of the school, the administrator can align their professional goals with the broader mission and vision of the organization.

Within the evaluation cycle, the district will determine when the school administrator is required to conduct a comprehensive six-standard self-assessment of professional practice to reflect on strengths, areas for growth, and strategies for growth. During the remaining evaluation cycle years, the district may require all or some of the standards to be completed as a self-assessment.

Ultimately, the annual self-assessment is a tool for ongoing professional growth and development. By setting clear goals and strategies for improvement, the administrator can continue to develop their skills and expertise and contribute to the success of the school community. The self-assessment and goals will be discussed with evaluators at a Goal Setting Conference which takes place prior to the end of August.

GOAL SETTING

The school administrator is an active participant in their evaluations and uses data and self-reflection to set SMART goals that align with both their professional growth needs and the needs of the school or district. The two goals selected, the School Learning Objective (SLO) goal and the Professional Learning Goal, provide a structured approach to achieving both student and administrator success.

The SLO goal is specifically focused on improving student learning outcomes, and aligned with the school's mission, vision, and strategic plan. This SLO goal is to be specific, measurable, achievable, relevant, and time-bound, and is to include an action plan with specific strategies and resources to achieve the goal. Regular progress monitoring and adjustments to the plan is included in the process. Valuable direction on creating a School Learning Objective (SLO) for a school administrator is provided in Appendix A.

The Professional Learning Goal is aligned with the administrator's professional growth needs and may or may not be aligned with the SLO. This goal is to be specific, measurable, achievable, relevant, and time-bound, and is to include an action plan with specific strategies and resources to achieve the goal. During the Progress Check Sessions, using the Progress Check Form, it is important to monitor progress toward this goal and to adjust the plan as needed. This provides another valuable forum for a school administrator and evaluator feedback and dialogue.

Figure 8 displays the School Learning Objective (SLO) Goal Review Rubric that is in both the Progress Check and Summative Evaluation Report in Frontline Education®. The rubric in the Progress Check Form allows the school administrator to self-assess their ability to achieve the written SLO goal. And the rubric in the Summative Evaluation Report is for the evaluator to provide feedback on the school administrator's ability to write effective annual goals aligned with long-term plans (e.g., strategic plan) that are measured within the aligned standard(s).

FIGURE 8: School Administrator SLO Rubric

SCHOOL ADMINISTRATOR SLO SELF-SCORE REPORT				
SCHOOL LEARNING OBJECTIVE CRITERIA	**DISTINGUISHED**	**EFFECTIVE**	**DEVELOPING/ NEEDS IMPROVEMENT**	**UNACCEPTABLE**
Strategic Impact	The school administrator successfully implemented key leadership strategies, engaged in professional learning opportunities, monitored, and adjusted goal progress and impacted other district leaders.	The school administrator implemented key leadership strategies, engaged in professional learning opportunities, and monitored goal progress including adjustment as needed.	The school administrator implemented some key leadership strategies, engaged in some professional learning opportunities, and monitored some goal progress but made inconsistent adjustments.	The school administrator selected ineffective leadership strategies and professional growth opportunities resulting in inadequate monitoring and adjustments.
School Learning Objective (SLO) Goal Results:	The school administrator's leadership resulted in exceeding the school learning objective (SLO) goal.	The school administrator's leadership resulted in acceptable progress and/or attainment of the school learning objective (SLO) goal.	The school administrator's leadership resulted in inadequate progress of the school learning objective (SLO) goal.	The school administrator's leadership resulted in no progress of the school learning objective (SLO) goal.

Overall, the Goal Setting Form in Frontline Education® provides a system for this annual approach to goal setting for school administrators and is a great way to ensure ongoing professional growth and development, while also prioritizing the needs of the school and students.

OBSERVATIONS AND PROGRESS CHECK SESSIONS

Observations are a method by which evaluators may gain insight into whether school administrators are demonstrating an effective level of performance for each of the six performance standards. Observations of school administrators can include observing how a school administrator interacts with others, observing programs, shadowing the administrator, or may be conducted at a session discussing progress toward goals. Critical to any observation is the ensuing conversation and feedback.

At a Progress Check Session, the evaluator may assist the school administrator in contemplating their performance, thereby offering valuable perspectives on how the administrator is meeting the standards. Such a discussion may also help the school administrator to think through the artifacts they might submit to the evaluator to demonstrate proficiency in each standard. Furthermore, it is recognized that in many cases it takes time to effect change, and by having an honest, open discussion, the administrator is provided with an opportunity to explain the successes and trials that have impacted performance. For more information, see the section titled Growth Through Conversations in this guidebook.

DOCUMENTATION LOG

The Documentation Log is an organized collection of work that demonstrates the administrator's skills, talents, and accomplishments for the evaluation cycle. It is similar in many ways to a portfolio, yet is typically more concise, containing

a more confined collection of specific artifacts. Documentation provides evaluators with information related to specific standards and provides school administrators with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a school administrator's effort to demonstrate distinguished performance, can show continuing work at an effective level, or can demonstrate progress in response to a previously identified deficiency.

Artifacts are not created solely for a Documentation Log but are readily reviewed in the Documentation Log Form providing evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. The emphasis is to be on the quality of work, not the number of materials presented.

Evidence of a school administrator's performance can serve as a valuable and insightful data source for documenting the work that the school administrator does. The Documentation Log, maintained by the school administrator, is located within the Progress Check Form to encourage the uploading of artifacts throughout the year and is reviewed at the Progress Check Session(s) with the evaluator.

SURVEYS *(optional)*

Surveys are a data collection tool used to conduct relevant research to inform the efforts of school personnel to make targeted improvements for the school or district. A survey collects feedback from different stakeholders that provides insights into the experience of students, families, teachers, and other staff members. Stakeholders have the ability to provide perspectives that evaluators cannot offer.

Building Level Surveys
Because staff perceptions are beneficial, school administrators may choose to conduct a survey at the building level. One of the benefits of a Building Level Survey is that the collected information may help the administrator to set goals as well as determine implementation strategies. Survey summaries also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation. The survey design includes the rapid turnaround in data collection and the ability to infer perceptions of a larger population from smaller groups of individuals.

District-Wide Surveys
When conducted with a mindset of inquiry and system improvement, District-Wide Surveys add a rich component to the evaluation process because they can inform the administrator's decision-making around district level improvement.

To administer a survey for continuous improvement, it is important to clearly define its purpose in order to gather information that may not be readily available for informed decision-making or goal planning. Proper administration, scoring, and analysis of the survey should be undertaken either by the school administrator or an objective third party. If using a third party, sharing a summary report with the school administrator or other relevant parties is advisable. The focus of the evaluation of the school administrator's leadership should be on their ability to improve the system, rather than solely relying on the raw data from the survey results.

Surveys that yield valid, usable district-wide results will require thought, planning, time, and possibly a monetary investment. Be aware that survey results are public records and will be available to the public.

The CESA 6 Effectiveness Project highly recommends the use of the survey process as a continuous improvement practice and as an additional data source that provides evidence beyond the evaluator's feedback. Sample survey questions and templates are linked under the appropriate system in the EP Help Center at epsupport.cesa6.org. It is a district decision to approve other survey questions.

CYCLE STEPS

Figure 9 is a snapshot that illustrates the use of the streamlined SAPES 2.0 forms (located in Frontline Education® platform) that are applicable to all school administrator roles.

FIGURE 9: Three (3)-Year School Administrator Cycle Steps
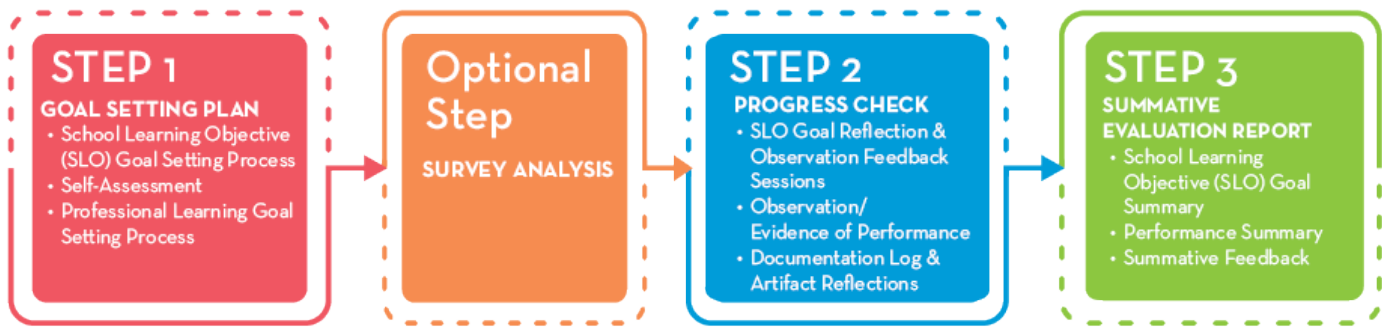
The forms include the data sources that are available to the evaluator and to the school administrator to assist them in gathering comprehensive and accurate evidence to document job performance during their evaluation cycle.

Appendix C provides a chart of the data sources located within the forms as well as an example PDF version of each form.

RATING PERFORMANCE

Definitions of Ratings

A continuum from Distinguished to Unacceptable is used in the rating scale to describe four levels of how well the standards are performed. It is expected that all employees, including school administrators, will perform at an Effective level. Figure 10 provides general descriptions of the ratings through its definitions.

FIGURE 10: Overall Rating Levels

RATING	DESCRIPTION	EXAMPLES
DISTINGUISHED (Exceeding Expectations)	The school administrator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly distinguished and is demonstrated with significant student academic progress.	Distinguished performance may include: • sustains high performance over the evaluation cycle; • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate; • serves as a role model to other school leaders.
EFFECTIVE (Meeting Expectations)	The school administrator meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student academic progress. **The effective level is the expected performance for each district administrator/superintendent.**	Effective performance may include: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria; • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate; and • demonstrates willingness to learn and apply new skills.
DEVELOPING/ NEEDS IMPROVEMENT	The school administrator is starting to exhibit desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the school administrator's performance is lacking in a particular area (i.e., needs improvement). The school administrator often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in below average student academic progress.	Developing/Needs Improvement performance may include: • requires support in meeting the standards; • results in less than expected quality of student academic progress; • requires school administrator professional growth be jointly identified and planned between the school administrator and evaluator.
UNACCEPTABLE	The school administrator consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student academic progress.	Unacceptable performance may include: • does not meet the requirements contained in the standards as expressed in the evaluation criteria; • results in minimal student academic progres; • may contribute to a recommendation for the employee not being considered for continued employment.

PROGRESS CHECK FORM

School administrators and their evaluators use the Progress Check Form to engage in a collaborative conversation that offers reflection and evidence-based feedback on goals and the six standards that informs the school administrator's professional growth. This form remains open until the final Progress Check Session has been completed but does not include an actual rating for any of the performance standards.

The feedback process (built into the form) provides an opportunity to study and reflect on progress toward (Sessions 1 - 4) and completion of defined goal(s) as well as the overall performance of the six performance standards (Session 5). Documentation of observations recorded in this form offers another opportunity for the evaluator to provide feedback based on evidence of performance and artifacts provided. (Observations are defined in the Data Sources section of this guidebook.) Finally, because employee voice matters, the school administrator is provided with an area to upload any relevant artifacts that demonstrate evidence of the performance of the six standards. (Artifacts are defined in the Data Sources section of this guidebook.)

SUMMATIVE EVALUATION REPORT

At the designated end-of-cycle, formal assessment of performance takes place solely during the summative evaluation. School administrators will be evaluated on all six performance standards using Summative Performance Appraisal Rubrics and provided with feedback on their achievement of the annual SLO goal(s).

School Learning Objective (SLO) Goal Summary

To begin step 1 of the summative evaluation report, the standard aligned SLO goals which were created throughout the evaluation cycle, are reviewed, along with the school administrator's self-scoring of each SLO. Figure 11 visually presents the School Administrator SLO Self Score Rubric Report, where the "date box" and "color" intensity indicate the frequency of self-ratings for a specific performance level.

FIGURE 11: School Administrator SLO Self Score Rubric Report

Following this, the evaluator uses the SLO Evaluator Feedback Rubric (Figure 12) to assess the school administrator's

effectiveness in achieving the annual SLO goal(s) and provide feedback on goal setting.

FIGURE 12: SLO Evaluator Rubric Feedback

SLO Evaluator Feedback				
School Learning Objective Criteria	**Distinguished**	**Effective**	**Developing/Needs Improvement**	**Unacceptable**
Strategic Impact	The school administrator successfully implemented key leadership strategies, engaged in professional learning opportunities, monitored and adjusted goal progress and impacted other district leaders.	The school administrator implemented key leadership strategies, engaged in professional learning opportunities and monitored goal progress including adjustment as needed.	The school administrator implemented some key leadership strategies, engaged in some professional learning opportunities and monitored some goal progress but made inconsistent adjustments.	The school administrator selected ineffective leadership strategies and professional growth opportunities resulting in inadequate monitoring and adjustments.
Feedback: testing slo score area				
School Learning Objective (SLO) Goal Results:	The school administrator's leadership resulted in exceeding the school learning objective(SLO) goal.	The school administrator's leadership resulted in acceptable progress and/or attainment of the school learning objective(SLO) goal.	The school administrator's leadership resulted in inadequate progress of the school learning objective (SLO) goal.	The school administrator's leadership resulted in no progress of the school learning objective (SLO) goal.
Feedback: testing slo score area				

Performance Summary

In the second step of the Summative Evaluation Report, the evaluator assesses the school administrator's performance on all six performance standards based on available evidence, which can include observation evidence, survey analysis, and artifacts. After gathering information from these multiple data sources, the evaluator applies a four-level rating scale to evaluate the administrator's performance for the summative evaluation. As discussed earlier, the rubric outlines acceptable performance levels for each standard, providing a general description of what each rating entails. The ratings are assigned at the performance standard level, not the performance indicator level.

Thus, the summative evaluation is based on a preponderance of evidence from various data sources. The evaluator records the ratings and comments in Step 2: Performance Summary of the Summative Evaluation Report. The results of the evaluation will be discussed with the administrator during a summative evaluation conference.

GROWTH THROUGH CONVERSATIONS

PURPOSE OF FEEDBACK

The purpose of providing meaningful feedback is to identify beliefs or practices that are either working or not working. If the administrator's beliefs and practices lead to staff and/or students being engaged and learning, feedback can lead the administrator to strengthen those practices. If practices are not working, feedback and ensuing conversation will help the administrator understand the need to stop, reflect, and change practices. The intention is that the administrator grows both personally and professionally in their understanding of the curriculum, their staff, their students, and their effectiveness. Essentially, the purpose of feedback is to inspire growth.

Prior to having the conversation, it is important to consider how both the administrator and the evaluator "show up" to the conversation before even engaging with each other. How we think and feel about a situation, or another person may influence our behavior and the way we engage. We will characterize how we "show up" through the concept of energy levels. Our energy defines how we think, feel, and behave - how we "show up" to a given task, day, relationship, conversation, and moment in life.

We can choose to show up in a state of "fight or flight," ready to blame, frustrated, or drained. These are all examples of Catabolic Energy, which if gone unchecked can lead to a toxic work environment. We could also choose to show up with Anabolic Energy. This energy can be represented as building up, constructive, healing, and growth-producing.

NUDGE FORMULA

As discussed in the beginning of this guidebook, one of the critical attributes of a successful evaluation process involves professional conversations (i.e., coaching, and timely feedback from trained evaluators/coaches/peers). The CESA 6 Growth & Development Center has developed a formula for these conversations that represents a back-and-forth infinite cycle that serves to nudge deeper thinking rather than judge past behavior. This is known as the NUDGE Formula for Employee Effectiveness (Figure 13)

The NUDGE Formula demonstrates that there is no linear pattern to developing effective administrators. The formula presents as an extended infinity symbol to communicate that there is no predetermined order of strategies and no end to improving the skills of the leader.

The NUDGE Formula provides a way for you to approach this process in a deliberate way. Consider each piece of the formula as it may pertain to walking alongside someone on their growth and development journey. Let's break down the steps, keeping in mind that there is no set order, and that you may be engaged at any step at any time within a conversation or throughout multiple conversations.

NURTURE - The first step is to Nurture. Nurturing the administrator involves pointing out their strengths and potential, and discussing behaviors that have had a positive impact on student learning, staff development, and/or climate and culture. Honor the administrator's point of view, ensure they are heard, and offer appreciation for their work. Be sure each administrator knows that they are valued and matter.

UNPACK- Secondly, we may need to help the administrator Unpack the successes they have had thus far within the context of the situation in order to provide evidence of past accomplishment as a foundation for future achievement. When unpacking successes, success criteria is based on how the administrator was successful and not merely compliant. Administrators need to be able to identify what success looks like related to the expectations for learning that are identified.

DEVELOP - Next comes an opportunity to Develop the culture of feedback and continuous improvement. The conditions for risk-taking, possible failure, and eventual success must exist. Use strategies that focus on growth. When reviewing data pose the question, "What do those you serve need from you in order to achieve success?"

GIVE & RECEIVE - Now comes the critical back-and-forth step of Giving and Receiving. It is during this step that timely, meaningful, and actionable feedback is given to the administrator. To increase the likelihood for growth, ensure that the evaluator not only gives feedback, but also listens to the perspective of the administrator. Prior to the end of the conversation, commit to identifying next steps.

EMPOWER - Finally, the administrator is Empowered to self-reflect and act upon the steps and gain the necessary skills to move forward. New ideas and innovations can be celebrated and aligned with personal and building priorities.

An example showcasing the application of the NUDGE formula is presented in Appendix D. This demonstration involves an administrator navigating a challenging conversation.

IMPROVING PROFESSIONAL PERFORMANCE

The rating scale provides a description of four levels of how well the standards are performed on a continuum from Distinguished to Unacceptable. All administrators are expected to perform at an Effective level. The Performance Improvement Plan is an optional tool that may be used at the discretion of the evaluator to improve professional performance (Figure 14).

FIGURE 14: Optional Process to Increase Job Performance

PERFORMANCE IMPROVEMENT PLAN PROCESS	
PURPOSE	For administrators whose work is in the Developing/Needs Improvement or Unacceptable categories.
INITIATES PROCESS	Evaluator notifies the school administrator of need for improvement
DOCUMENTATION	Performance Improvement Plan Form
OUTCOMES	Sufficient improvement – recommendation to continue employment, performance evaluation moves back into the SAPES cycle. **OR** Inadequate improvement as measured by the Performance Improvement Plan - recommendation to continue on Performance Improvement Plan. **OR** Administrator dismissal.

The Performance Improvement Plan is a formal process that informs school adminstrators of less than effective performance and the need for improvement. It is activated when an employee fails to meet the school district's expectations, providing support through targeted supervision and additional resources to address areas of concern. Evaluators can use the plan at any time during the year to assist employees whose professional practice would benefit from additional support.

APPENDICES

APPENDIX A: WRITING HIGH QUALITY SCHOOL LEARNING OBJECTIVES

Valuable direction on creating a School Learning Objective (SLO) for a school administrator click **here**.

APPENDIX B: SAPES EVALUATION CYCLE TIMELNE

TIMELINE	SCHOOL ADMINISTRATOR RESPONSIBILITIES	EVALUATOR RESPONSIBILITIES
SUMMER: *Plan Phase* By August 31	1. Before session with evaluator, complete Goal Setting Plan. 2. At session, collaborate on: a. Self-Assessment Standard & Indicators Growth Areas, b. SLO goal selection, and c. Schedule Progress Check sessions. 3. After session, complete and submit Goal Setting Plan and begin work on SLO goal(s).	1. Schedule session to review Goal Setting Plan. 2. At session, collaborate on: a. Self-Assessment Standard & Indicators Growth Areas, b. SLO goal selection, and c. Schedule Progress Check sessions. i. The Progress Check Form is designed to record five sessions. 3. After session, finalize Goal Setting Plan.
QUARTER 1,2, OR 3: *Plan Phase* October – Mid May	1. Before each session, complete your portion of Progress Check Form. a. School Administrator Reflection/Next Steps, and b. Documentation Log and Reflections. 3. At the session, share your Documentation Log and Reflections added to Progress Check Form. 4. After Session, continue to work on SLO goal.	1. Before the session, complete your portion of the Progress Check Form. a. Enter observation evidence-base feedback under appropriate standard(s). a. Using evidence above, enter Post Observation Reflection. 2. At the session provide feedback and reflection on the Progress Check Form.
QUARTER 4 *Study, Act, & Celebrate* May – June	➔ Complete and finalize Progress Check Form by agreed upon date **OR** ➔ Summative employees <u>ONLY</u>, attend Summative Evaluation session. ✓ Acknowledge Summative Evaluation Report.	➔ Complete Progress Check Form, **OR** ➔ Before Summative Evaluation session <u>ONLY</u>: ▪ Complete the Summative Evaluation Report. ▪ At session, collaboratively review Summative Evaluation Report. ✓ After session, finalize Summative Evaluation Report.
The Plan, Do, Study, Act (PDSA) cycle dates can be adjusted to align with the district calendar.		

APPENDIX C: SAPES FORMS

The table below contains a list of SAPES Frontline Education® forms that will be used during the school administrator's evaluation cycle. The evaluator and school administrator access all forms which are housed in Frontline Education®.

SAPES FRONTLINE EDUCATION® FORMS		PERFORMANCE DOCUMENTATION COMPLETED BY	
FRONTLINE EDUCATION® FORM	PROCESS	SCHOOL ADMINISTRATOR	EVALUATOR
GOAL SETTING PLAN FORM	**Step 1:** School Learning Objective (SLO) Goal Setting Process **Step 2:** Self-Assessment **Step 3:** Professional Learning Goal Setting Process	✗	
PROGRESS CHECK FORM	**Step 1:** SLO Goal Reflection and Observation Feedback Sessions **Step 2:** Observation/Evidence of Performance **Step 3:** Documentation Log & Artifacts Reflections	✗	✗
SUMMATIVE EVALUATION REPORT	**Step 1:** School Learning Objective (SLO) Goal Summary **Step 2:** Performance Summary **Step 3:** Summative Feedback		✗
SURVEY SUMMARY	Survey Information Survey Analysis	✗	
PERFORMANCE IMPROVEMENT PLAN FORM *(OPTIONAL)*	**Section 1:** Improvement Area One **Section 2:** Improvement Area Two **Section 3:** Improvement Area Three	✗	✗

APPENDIX D: SAPES STANDARDS, INDICATORS AND SUMMATIVE PERFORMANCE APPRAISAL RUBRICS

Click **here** for detailed document of SAPES Standards, Indicators, and Rubrics.

APPENDIX E: DIFFICULT CONVERSATION NUDGE SCENARIO

Feedback conversations addressing adult behaviors that are having an adverse impact on staff or students can be challenging, but your response does make a difference. Responding in an uplifting or anabolic way instead of a powerless or combative catabolic way will help you and your staff grow. The climate of trust and mutual respect you build as an administrator will serve as the foundation for having the hard conversations. For future reference, **here is a link** to a module on NUDGE dealing with hard conversations entitled, Addressing Adult Behavior.

This scenario involves an administrator navigating a challenging conversation.

As a new Middle School Principal, Donald wanted to get to know his staff on a personal basis, so he invited the almost 120 total educational and support staff members into small groups and one on one meetings. A couple of months into the school year, his administrative assistant shared with him that a teacher - Kyla - made her feel uncomfortable. She shared that for years Kyla had pulled pranks on staff members and had taken jokes too far. Not long after, another teacher in Kyla's grade level team shared that Kyla had belittled her in a team meeting.

Donald regularly sat in on team meetings, and the next time he visited this team, he noticed that Kyla was quick to reject the ideas of her teammates and demonstrate how her ideas were superior. After the meeting, he reflected on what the prior principal had shared with him. She said that Kyla was a cancer in the building and had deflated staff morale for years.

One catabolic response to the situation would be to avoid any conflict with Kyla. Upon reflection, Donald noted that Kyla's behavior could not go unaddressed. Another catabolic response would be to confront Kyla combatively and use the evidence he had to back her into a corner. He did not want to do that either. Instead, Donald responded in an anabolic fashion. He wondered why Kyla felt the need to act as she had and wondered if she realized how her words and actions were being received.

Her behavior was having a negative impact on many staff members and had been for some time. This situation presented an opportunity for growth and improvement in climate. He thought about Kyla as an effective teacher but understood that if she were more collaborative with her colleagues, the team would function at a higher level and even better ideas would surface and be implemented on behalf of students. He also remembered his goal of open and honest leadership and sought to address the situation in a way that would serve not only Kyla, but her colleagues as well.

In the NUDGE formula, the "N" stands for Nurturing the staff member. Strategies that accompany building a Nurturing relationship include honoring the person's point of view, ensuring they are heard, and sharing personal appreciation. The "U" stands for Unpacking the situation. This includes inspecting what you expect and being willing to be part of all conversations. With these two concepts in mind, this is how Donald opened the conversation with Kyla:

"Kyla, thanks for meeting with me today. I wanted to again reflect on my observation of your class and

noticed that you demonstrated an open and honest relationship with your students, you clearly stated the learning objectives and you provided specific feedback to move their learning forward. What are your goals in building relationships with your students?"

After Kyla answered that her goals were to be seen as supportive and encouraging so that her students could achieve, Donald moved to the "D" in the NUDGE formula to make the connection to Develop her professional skill. He said:

"I appreciate your efforts with your students! I'd like to ask about your relationships with your colleagues. As you know, one of my goals is for our staff to support and encourage each other in our collaborative efforts to do our best and to help our students reach their potential. How would you describe your efforts toward those goals?"

They talked about what healthy, collaborative collegial relationships look like and sound like, and how Kyla's current words and actions are getting in the way of these relationships.

The "G" in the NUDGE formula stands for Giving & Receiving feedback, and the "E" stands for Empowerment through allowing and celebrating risk taking. Not only did Donald help Kyla understand how she could change her words and actions, he asked her for advice on what he could do to better support, encourage, and empower the staff to grow in their collaborative relationships. They discussed ways staff could share ideas, encourage each other, and recognize effectiveness. He acknowledged what she was doing to contribute to the staff goals and encouraged her to implement the new techniques they discussed with her colleagues.

One of the thoughts Donald and Kyla discussed was that staff could recognize their colleagues at staff meetings. Donald thought that staff members could appreciate their colleagues by having something visual to give each other. He said he would have 6 roses at each staff meeting so that staff could appreciate the efforts of a colleague by giving them a rose. He asked if Kyla would be the first to try out the idea at the next staff meeting and she enthusiastically agreed. At the next staff meeting, after introducing the concept, Donald asked for a volunteer to go first. Kyla raised her hand and stood up. She acknowledged an idea one of her grade level team members had that she wanted to know more about in order to try with her students. Her colleague showed a bright smile and thanked Kyla for her kind words. Other staff members were quick to volunteer for the new tradition of appreciation.

APPENDIX F: LEGAL REFERENCE

- [Wisconsin State Statute § 115.415 Educator Effectiveness](#)

- [Wisconsin State Statute § 112.02(1)(q) School district standards](#)

- [Wisconsin Administrative Code Chapter PI 8.01(2)(q)](#)

- [Educator Effectiveness Evaluation System](#)

- [Wisconsin State Statute § 20.255(1)(ge) Educator effectiveness evaluation system; fees](#)

APPENDIX G: GLOSSARY

Artifacts: Forms of evidence that support an administrator's evaluation. Authentic examples may include professional learning agendas, schedules, customer satisfaction surveys, work logs, emails, networking, and conference attendance. Artifacts may take forms other than documents, such as videos of practice, pictures, or other forms of evidence.

Assessment/Evidence Source: Assessment evidence sources include common district assessments, existing standardized assessments not already included as student outcomes within the Effectiveness Project System (e.g., standardized, summative state assessment and standardized district assessment data), administrator-designed assessments and/or rubrics work samples or portfolios, and other sources approved by the evaluator.

Attainment: "Point in time" measure of student learning, typically expressed in terms of a proficiency category (advanced, proficient, basic, minimal).

Authentic Assessment: Authentic assessment is a form of assessment that allows students to demonstrate meaningful application of concepts and skills in the authentic contexts of students' real lives.

Baseline: Measure of data at the beginning of a specified time period, typically expressed in terms of proficiency categories (advanced, proficient, basic, minimal).

Consistently: (as in the description of "distinguished" when a person surpasses the standard): Expression used to describe an administrator who is unchanging in their level of achievement or performance that exceeds the established standard over the period of time of the evaluation.

Documentation *(referring to evidence and artifacts)*: Documentation is a general term for a collection of information or evidence that can serve as a record of an administrator's practice.

Effectiveness Project: (EP CESA 6) Educator Effectiveness (EE DPI Model) System: A Wisconsin model for teacher, educational specialist, and administrator evaluation, built by and for Wisconsin educators. Its primary purpose is to support a system of continuous improvement of educator practice, from pre-service to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 [Wisconsin Act 166.](#) The System refers to models of educator practice—whether districts use the DPI Model, CESA 6, or another approved equivalent model.

Evidence: Artifacts, documents, or other information used to determine progress towards a goal.

Formative Assessment: Assessments that are administered to regularly/continuously study and document the progress made by learners toward instructional goals and objectives. Formative assessment is integral to the instructional process. Use of formative assessment allows teachers to target lessons to the areas in which students need to improve and focus less on areas in which they already have demonstrated mastery.

[**Frontline Education**](#)**®:** The electronic tool being used to house all the information regarding observations, artifacts, survey data, pre and post observation conferences, and the summative evaluation. This tool assists in scheduling and completing the process for teacher, educational specialist, and school administrator evaluation.

Goal: Specific and measurable learning objective that can be evaluated over a specific designated interval of time (e.g., quarter, semester, year).

Goal Setting Plan: A plan documented in Frontline Professional Growth® that lists the school learning objective (SLO) and professional learning goal along with the activities required to attain these goals and the measures necessary to evaluate the progress made on them.

Higher-Level Thinking: Generally, the skills involving application, analysis, evaluation, etc., identified in Bloom's cognitive taxonomy, are regarded as higher-level thinking.

In Addition To Meeting The Standard (as in the description of "distinguished" when a person considerably surpasses the standard): Expression used to describe an administrator whose achievement or performance is notably and substantially above the established standard.

Informal Assessment: Appraisal of student learning by causal/purposeful observation or by other non-standardized procedures.

Inter-Rater Reliability: The extent to which two or more evaluators agree in their independent ratings of administrator's effectiveness.

Interval: Period of time over which student growth will be measured under a Student Learning Objective (the duration of time an administrator is responsible for the academic growth of students; typically, an academic year, although other intervals are possible).

Mid-Year Review: Throughout the evaluation cycle, the school administrator and evaluator will have five collaborative sessions to review progress towards achieving SLO goals, relevant processes, and observations. These sessions will serve as an opportunity for the evaluator to provide feedback, support, and encouragement to the administrator. The mid-year review will take place during the third progress check session. During each session, including the mid-year review, the school administrator will take notes on the next steps and modifications that will be made to the current implementation plan through a collaborative conversation.

Observations: One source of evidence used to assess and provide feedback on administrator performance. Observations may be scheduled in advance, not announced or short and impromptu. Observations are carried out by the administrator's evaluator, who looks for evidence in one or more of the standards in the *School Administrator Performance Evaluation System.*

Peer coaching: Peer coaching is a professional development approach which joins administrators together in an interactive and collaborative learning community. As applied to education, peer coaching often is used for administrators to help one another improve their pedagogical skills and competencies, instructional and assessment practices, and other attributes of administrator effectiveness.

Performance Appraisal Rubric: Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of administrator's performance efficient and accurate, and to help the evaluator justify to the administrator and others the rating that is assigned.

Performance Indicators/Look Fors: Performance indicators provide examples of observable, tangible behaviors for each administrator performance standard. They are examples of the type of performance that will occur if a standard is being successfully met.

Performance Standard: Performance standards are the major duties performed by a teacher and serve as the basic unit of analysis in the evaluation system. The teacher performance standards are well supported by extant research as the essential elements that constitute teacher effectiveness.

Preponderance Of Evidence: While using the Summative Evaluation Report to evaluate performance on each administrator standard based on the four-level rating scale, the evaluator is required to synthesize and balance the evidence collected from various data sources to decide which rating level assignment is most accurate and appropriate to represent an administrator's performance on a standard. Borrowed from legal practice, the concept of preponderance of evidence entails making judgments based on the full body of evidence to be applied to a given decision.

Professional Learning Goal: Annually, the administrator writes a professional learning goal that focuses on enhancing their professional practice. The goal takes into account the development of self-assessment areas of growth and enhancing self-assessment areas of strength. An actionable implementation plan with a timeline is included, and the goal results in building or district improvement. It may or may not align with SLO Goal 1. This goal is not scored but serves to align an administrator's SLO to their professional practice.

Progress Monitoring: The process during which administrators review the target population's progress towards an identified goal using assessment data or other evidence sources. Progress monitoring may include the use of interim assessments to measure students' progress toward meeting a goal.

Reflection: Reflection for the documentation log requires serious thought and consideration. School administrators will write a reflection on each artifact which provides the opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators.

Reliability: Reliability is an essential quality of solid assessment and evaluation instruments. It is an indication of the consistency of the implementation of a rating system across evaluators or over time. Inter-rater reliability means there are consistent results among evaluators or coders as they are rating the same information.

Self-assessment: Self-assessment is a process by which administrators judge the effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

School Learning Objectives *(SLO)*: SLO for School Administrators, are detailed measurable goals for program academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by school administrators and their evaluator. Administrators will develop one SLO annually, the SLO provides evidence towards their SLO score in their rating year.

Surveys: Learner surveys provide information to the administrator about learners' perceptions of how the professional is performing. The purpose of a learner survey is to collect information that will help the administrator set goals for continuous improvement (i.e., for formative evaluation) - in other words, to provide feedback directly to the administrator for professional growth and development. In this evaluation system, administrators will retain exclusive access to the results of the surveys regarding their performance. However, the administrator may be required to provide a summary of the survey results to the evaluator.

Summative Assessment: Assessment that summarizes the development of learners at a particular time, usually at the end of a semester or a school year. Summative assessment can be used for judging success or attainment in such diverse areas as administrator performance or student attainment of curricular standards.

Targeted Growth: Level of expected growth, or progress towards an identified goal, made by target population.

Targeted Population: Group(s) of students for whom a SLO applies.

Value-Added: A growth measure based on state assessment data that compares student growth at the school or classroom level to teachers or schools that had similar students (as defined by prior achievement and selected non-school factors, such as students' poverty level and disability status, which may influence growth).

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GROWTH & DEVELOPMENT CENTER

PRODUCTS & SERVICES

THE CESA 6 SUITE OF EVALUATION SYSTEMS

There are eight (8) employee performance evaluation systems that provide the framework and process to effectively grow and develop staff members through meaningful feedback and employee goal setting.

PERFORMANCE EVALUATION SYSTEM

- NON-CERTIFIED EMPLOYEES
- TEACHER
- COACHES & ADVISORS
- EDUCATIONAL SPECIALISTS
- ATHLETIC & ACTIVITIES DIRECTOR
- SCHOOL ADMINISTRATORS
- CENTRAL OFFICE
- DISTRICT ADMINISTRATOR

PROFESSIONAL COACHING SERVICES

EXPERIENTIAL REALITY SIMULATION AND COACHING SERIES

OBSERVATION & FEEDBACK

MENTOR TRAINING

EPIC SERVICES

CUSTOMIZED ONLINE LEARNING DESIGN SERVICES

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DIRECTOR I GROWTH & DEVELOPMENT CENTER
sbramstedt@cesa6.org I cesa6.org/growth-development-center

PROFESSIONAL COACHING SERVICES

PROFESSIONAL COACHING SERIES Leaders learn to connect their individual energy to behaviors and how to apply specific strategies when having conversations with employees to ensure employee ownership.

1:1 LEADERSHIP COACHING The aim is to provide a non-judgmental, professional coach to support a journey of sustained behavioral changes. The client learns to recognize how to access creativity and intuition more quickly, rather than resorting to low-level responses that can sap productivity and create division across colleagues and teams. An Energy Assessment is completed to allow the leader to better understand how both ideal and stressful circumstances impact the leader's potential.

1:1 EMPLOYEE COACHING Individual employees gain clarity on situations or practices that will enhance interpersonal, collaboration, or performance skills resulting in improved ownership and contribution. Coaches can assist Mentors, Initial Educators, Educators, Non-Certified Staff, or any staff member that would benefit from reflection and guided thought.

MENTOR TRAINING

Quality training and ongoing support is critical to equip mentors with the skills needed to maximize a district's commitment to develop new educators. GDC consultants train and coach mentors to develop a high-quality mentoring program that includes a vision for sustainability. Empowering mentors to support new educators can lead to the retention of new educators.

EPIC SERVICES

EPIC services provided may include working with leaders to establish the evaluation system structure and process within the district, conduct training for staff, monitor progress within the system, and oversee the Frontline Education platform forms for the district.

EXPERIENTIAL REALITY SIMULATION AND COACHING SERIES

Leaders are able to practice with realistic situations that elevate communication and leadership skills in a psychologically safe space through virtual experiential simulation sessions with human controlled avatars who are responsive to the real time conversation. A trained CESA 6 Coach from the GDC will guide participants through the process of elevating leadership skills while providing hands-on tools to use.

OBSERVATION & FEEDBACK

RAPID CYCLE FEEDBACK TANDEM OBSERVATION TRAINING AND COACHING Consultants work with evaluators to shift observation and feedback practices by accompanying evaluators in observing classroom performance, conferring on the evidence gathered, mutually planning to deliver feedback and observing the post observation conference between the evaluator and the employee. This process helps ensure evaluators are accurate in identifying and recording unbiased evidence, and conducting effective and efficient post observation collaborative conversations that result in educator growth.

EXTERNAL OBSERVATIONS Ease the demands on school administrators, to complete the observation and feedback components of the evaluation process for selected educators by partnering with a consultant. Sharing the observation load helps ensure that the local school administrator has the capacity to effectively complete the other components of the evaluation process.

CUSTOMIZED ONLINE LEARNING DESIGN SERVICES

Impactful online learning courses that engage and empower your staff to enhance the effectiveness of their practice. Whether the focus is on district-developed content related to current initiatives, consultant-developed content based on an endless array of topics, or a combination of efforts.