

DENVER PUBLIC SCHOOLS

Administrator Evaluation Handbook

(DRAFT)

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## Administrator Evaluation System

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## *Purposes and Goals*

The Denver Public Schools Administrator Evaluation process is designed to provide feedback to support the continuous improvement efforts of Denver Public Schools administrators and to meet the legal and policy requirements of an effective human resources evaluation system.

This evaluation process is intended to be a collaborative endeavor between the administrator and his or her supervisor. Open communication between the parties and attention to strengths, as well as areas for growth and improvement, are the foundations of meaningful personal and professional development.

The goals of the Denver Public Schools Administrator Evaluation process are as follows:

- To define and ensure high professional standards by using common criteria for assessment and evaluation.
- To support the process of setting and accomplishing appropriate goals.
- To identify strengths and weaknesses of administrators to support ongoing professional development.
- To recognize high levels of performance and achievement.
- To support recommendations for reappointment, dismissal and/or promotion.

# ***Principals, Assistant Principals and Other School Based Administrators Standards of Performance***

For school based administrators, the five Standards of Performance are:

## ***SCHOOL IMPROVEMENT PLANNING AND ASSESSMENT***

The educational leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of the school's vision of learning.

## ***INSTRUCTION***

The educational leader promotes the achievement of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to effective student learning and the development of staff knowledge and skills.

## ***SAFETY AND ORGANIZATION***

The educational leader promotes high achievement of all students by maintaining a safe and organized educational environment.

## ***COMMUNICATIONS AND COMMUNITY RELATIONS***

The educational leader develops and maintains a positive culture and climate in relation to students, parents and community.

## ***PROFESSIONALISM***

The educational leader promotes the achievement of all students and staff. As a steward of the learning community, the administrator acts with integrity, fairness and in an ethical manner.

# *Administrator Evaluation Standards, Criteria and Indicators*

The format for this document includes statements of the professional **standards** upon which Denver Public Schools administrators will be evaluated and **criteria** related to each of those standards. The list of **indicators** is not all-inclusive, nor is it the intention of this process that each indicator will be individually evaluated. The purpose of the indicators is to guide both the evaluator and the person being evaluated in the assessment of strengths and weaknesses and in the development of professional growth plans and activities.

The criteria and indicators are written to reflect the “meets expectations” level of performance in Denver Public Schools and to reflect the high expectations held for our leadership. Any administrator evaluated as meeting these expectations should be considered an exemplary performer.

## **Denver Public Schools Standard I:**

### **SCHOOL IMPROVEMENT PLANNING AND ASSESSMENT**

The educational leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of the school’s vision of learning.

#### Criteria

The educational leader:

1. Collaboratively develops and implements a school vision that results in increased student learning.

#### Indicators

- A. Works collaboratively with faculty and staff to develop a vision and mission consistent with Denver Public Schools’ goals.
  - B. Insures the development and implementation of an effective School Improvement Plan.
  - C. Works collaboratively to develop long and short range goals and benchmarks consistent with school assessment data.
  - D. Evaluates the effects of programmatic changes on student achievement and provides feedback on the accomplishment of school goals.
  - E. Maintains stakeholder focus on long range goals through program implementation processes.
  - F. Implements changes related to current educational research and reform literature.
2. Effectively utilizes various processes for gathering, analyzing and using data for decision-making.

#### Indicators

- A. Gathers and analyzes multiple measures of student academic achievement, such as criterion referenced assessments, standardized test results and authentic school-wide assessments.

- B. Uses data appropriately to identify strengths and weaknesses in programs and practices to facilitate continuous improvement.
  - C. Plans and implements changes in programs, practices and curriculum based on data.
  - D. Conducts annual analysis of the school's academic achievement scores, utilizing district generated and other appropriate data.
3. Plans for the effective use of financial and human resources to enhance implementation of the school vision.

Indicators

- A. Provides resources and materials to accomplish instructional goals for all students.
  - B. Prioritizes the budget to accomplish the school's vision.
  - C. Works collaboratively with stakeholders to determine priorities for effective allocation of resources.
  - D. Monitors and assesses resource allocation.
  - E. Revises resource allocation plans based on implementation.
4. Plans and assesses instructional programs that enhance teaching and learning.

Indicators

- A. Demonstrates a working knowledge and understanding of state and district model content standards in the development of curriculum.
- B. Articulates curricular goals and objectives to staff and other stakeholders.
- C. Works with stakeholders to implement, evaluate and revise the curriculum based on student academic needs.
- D. Knows and applies current research related to effective educational practices in curriculum and instruction.
- E. Facilitates programs and curricular changes to meet state and federal requirements.
- F. Uses multiple measures to insure that instructional programs are responsive to student academic needs.

**Denver Public Schools Standard II:**

**INSTRUCTION**

The educational leader promotes the achievement of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to effective student learning and the development of staff knowledge and skills.

Criteria

The educational leader:

1. Implements and supports effective instructional programs.

Indicators

- A. Communicates a clear vision of excellence.
- B. Creates a culture of learning and continuous improvement.
- C. Addresses diverse groups of learners, including Special Education and English Language Learners.

- D. Demonstrates knowledge of effective educational practices and aligns instructional programs to the district mission.
2. Effectively monitors, evaluates and adapts instructional programs to support student learning.
    - Indicators
      - A. Uses varied assessment data to ensure that instructional programs are responsive to students' academic needs.
      - B. Analyzes achievement data to support continuous improvement.

3. Provides and participates in professional development consistent with the instructional programs.
  - Indicator
    - A. Leads in the development and implementation of a systematic professional development plan based on effective educational practice and research.

4. Supervises and evaluates instructional staff to support student achievement.
  - Indicators
    - A. Sets high standards for staff performance.
    - B. Monitors delivery of appropriate remediation and intervention plans for students.
    - C. Recognizes, encourages and celebrates excellence among students and staff.
    - D. Meets and works with staff on a regular basis to identify needs and to set goals for program delivery.
    - E. Evaluates classroom practices for instructional improvements.

**Denver Public Schools Standard III:**

**SAFETY AND ORGANIZATION**

The educational leader promotes high achievement of all students by maintaining a safe and organized educational environment.

Criteria

The education leader:

1. Establishes a safe and positive environment.

Indicators

- A. Clearly communicates high expectations of behavior to staff, students and parents.
  - B. Responds to discipline issues in a fair and consistent manner.
  - C. Implements, communicates and enforces a code of conduct in a timely manner to staff, students and parents.
  - D. Ensures a safe, secure, orderly, clean and attractive school environment.
  - E. Manages emergency situations calmly and effectively.
2. Fulfills managerial responsibilities.

Indicators

- A. Oversees the overall maintenance, upkeep and appearance of the building.
- B. Monitors and provides supervision for all programs and activities.

- C. Adheres to federal, state and district mandates, regulations, policies and procedures.
3. Supervises and evaluates non-instructional staff.
    - Indicators
      - A. Assesses performance of staff members in accordance with district policies.
      - B. Provides support and resources for staff to improve job performance.
      - C. Supports and recognizes the achievement of effective staff members.

4. Demonstrates skills necessary to effectively solve problems.
  - Indicators
    - A. Addresses issues in a proactive manner.
    - B. Manages conflict in a calm and effective manner.
    - C. Establishes and sustains programming through which students and staff develop self discipline and conflict resolution skills.

**Denver Public Schools Standard IV:**

**COMMUNICATIONS AND COMMUNITY RELATIONS**

The educational leader develops and maintains a positive culture and climate in relation to students, parents and community.

Criteria

The educational leader:

1. Values and supports multicultural and diversity issues.
  - Indicators
    - A. Understands and celebrates school and community cultures.
    - B. Promotes community partnerships to meet the diverse needs of students.
    - C. Encourages parent and community participation to enhance student achievement.
  
2. Promotes effective communication and interpersonal relationships with students and staff.
  - Indicators
    - A. Effectively communicates goals and expectations for student achievement.
    - B. Promotes a climate of trust.
    - C. Maintains visibility and accessibility to students and staff.
    - D. Establishes and maintains a collaborative relationship with school personnel for effective decision making in regard to curriculum initiatives and/or programs.
    - E. Solicits staff input regarding decisions related to curriculum initiatives and/or programs.
  
3. Promotes effective communication and interpersonal relationships with parents and community.
  - Indicators
    - A. Promotes community partnerships for enhancement of student achievement.
    - B. Uses multiple methods of communication to inform parents and community of issues and events regarding curriculum and programs.

- C. Defines clear expectations of the roles of school and home to enhance student achievement.
- D. Maintains an open door policy toward parents and community.
- E. Communicates evidence of progress towards goals and objectives in acceptable forms of oral and written language.
- F. Encourages and solicits parent and community input on programmatic issues.

## **Denver Public Schools Standard V:**

### **PROFESSIONALISM**

The educational leader promotes the achievement of all students and staff. As a steward of the learning community, the administrator acts with integrity, fairness and in an ethical manner.

#### Criteria

The educational leader:

1. Takes responsibility for participating in meaningful and continuous professional development for the purpose of enhancing student achievement.

#### Indicators

- A. Continuously evaluates and identifies areas of personal strengths and weaknesses related to professional skills.
  - B. Sets goals for improvement of skills and professional performance.
  - C. Participates in professional growth activities at district, state and/or national levels.
2. Demonstrates professionalism and personal integrity in all relationships with other administrators, school personnel, parents and the community to promote the overall goals and mission of the district.

#### Indicators

- A. Relates to all constituents in an ethical and professional manner.
  - B. Represents the school and programs favorably in the learning community.
  - C. Resolves concerns and problems in an appropriate and timely manner.
  - D. Respects and maintains confidentiality.
  - E. Assumes responsibility for personal actions.
  - F. Develops and promotes the leadership of others for positions of greater responsibility.
3. Supports broader school and district improvement through professional service.

#### Indicators

- A. Takes an active role in professional organizations.
- B. Supports development of the profession by serving as a supervisor, mentor, coach, presenter, researcher or instructor.
- C. Supports and participates in efforts to align school and district activities with community needs and interests.

# *Annual Evaluation Process*

## **Evaluation Cycle**

Each administrator will be formally evaluated every year.

## **Evaluation Process**

**August** — A pre appraisal group meeting will be held prior to the beginning of school to explain the evaluation process to administrators being evaluated. This meeting will be conducted for principals by the appropriate area superintendent and for assistant principals by the principal. At this meeting the evaluation and goal setting processes, handbook and documents will be reviewed and expectations will be clarified.

**September** — Prior to the end of September, the initial one-on-one meeting will be held between the supervisor and the administrator being evaluated. At this time, the principal will provide a “snapshot” of school issues and considerations — to include at a minimum:

1. The most recent assessment data available (fall assessment data for elementary schools).
2. Climate and culture considerations.
  - A. Discipline data
  - B. Survey results
3. Other issues and information about the school and/or individual that should drive and influence the establishment of appropriate goals.
4. Please see the section in this handbook listing potential data sources for use in the evaluation process.

At this meeting, the SIP goals and plan of action from the previous year should be reviewed. Strategies that worked, as well as those which did not, should be identified. New goals should be established based on analysis of the most current available student performance data.

A guided visitation of the school, focused on evaluation considerations, should occur as part of this meeting.

At this time, the specific goals for evaluation for the current school year should be set. These goals should include:

1. One goal aligned with the DPS district goals:
  - **To set high expectations** for students, parents, teachers, principals, and all other staff of DPS and the community it serves
  - **To improve the performance of all students**
  - **To close the gap between better and poorer performing students**
2. One professional development goal.
3. One additional goal at the option of the administrator being evaluated or the supervisor.

A plan of action should be developed for accomplishment of each of the goals. Goals and objectives should be agreed upon at this conference and strategies, assessments and timelines should be discussed. All information should be recorded on the Goals and Action Plans documents and the goals should also be summarized on the evaluation form in the section labeled *Evaluation/Leadership Focus*.

**January** — In January, the mid-year evaluation conference should occur. At this time, the Principal and his or her supervisor should review performance on each of the evaluation standards and criteria. The administrator being evaluated should provide a self-assessment based on the Denver Public Schools' administrator standards and performance criteria, using the self-evaluation form as a guide for conversation. (The self-evaluation form need not be completed.) The administrator and supervisor should review implementation of the action plans and progress to date toward meeting the goals. Any changes necessary in strategies, assessments or timelines should be discussed and recorded.

Another guided visitation of the school, focused on evaluation criteria and goals, should occur at this time and observations should be included as part of the discussion.

If serious concerns exist, the Mid-Year Evaluation Form and an Improvement Plan should be written.

**April** — Recommendations for reappointment of Denver Public Schools' administrators will be made according to the Denver Public Schools' required timetable. The final evaluation conference should be conducted with any administrator who will not be reappointed prior to the time of notification of dismissal.

**May** — The final evaluation conference should occur prior to the end of May. For this meeting the evaluator and the administrator being evaluated should each prepare drafts of the evaluation documents. The administrator being evaluated should also complete the self-evaluation form. A summary of accomplishments and results related to each goal should be recorded by the administrator on the Goals and Action Plans documents.

Ideally, during this meeting, consensus will be reached regarding the final documents, ratings and comments. However, if consensus cannot be reached, the evaluator will make the final decision and prepare the final documents. Whenever "Does not Meet Expectations" or "Exceeds Expectations" are marked on the evaluation form, comments are required.

For administrators who will continue in the same position the following year, this conference should also include discussion and planning for establishing goals and priorities for the following year.

## ***Review Process***

In the event the administrator being evaluated feels the evaluation process has not been followed according to guidelines, the administrator can request a review. The request must be made in writing and must include the reasons why the review is being requested. In the case of a principal, the review will be conducted by the superintendent. In the case of an assistant principal, the review will be conducted by the area superintendent or assistant area superintendent. Following the review, a written response stating findings will be made.

## ***Data, Information and Measurement***

Data, information, and measurements are used to recreate and describe the performance of the administrator, the status of a school and the effectiveness of the school's instructional programs. A variety of data will be used to initiate dialogue between the administrator and the evaluator throughout the school year. Quantitative, qualitative, archival, and anecdotal sources may include, but are not limited to the following examples:

### **Quantitative Sources**

CSAP; graduation rates; ACT/SAT scores; AYP data; NCLB data; CBLA data; LAS scores; ILP's; reading assessments; writing assessments; math assessments; school accountability report card;

### **Qualitative Sources**

School Satisfaction Survey; staff surveys; parent surveys; student surveys; Accrediting Agency reports;

### **Archival Sources**

Website; Memos; newsletters; handbooks; reports; School Improvement Plan; staff development documents; student awards and recognitions; vision, mission, and purpose documents; prior performance appraisals; appraisals of others;

### **Anecdotal Sources**

Collaborative School Committee feedback; notes from Learning Walks and school visitations; other feedback received by the administrator or the evaluator.

Administrators will be evaluated based on the standards and performance criteria described in this handbook. The evaluator will use multiple sources of information to lead to a judgment regarding performance on a particular standard. The administrator and/or the evaluator may use these or additional data sources in any combination that will lead toward ongoing improvement.

## **Appendix**

# **DENVER PUBLIC SCHOOLS**

## **Administrator Evaluation System**

Mid Year Evaluation Form

Self Evaluation Form

Final Evaluation Form

Action Plan Forms