



**A PRIMER FOR**  
**LEADERS**

**2024-25**

# About the Evaluation System

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Though research indicates the most important factor in a student’s education is first and foremost, the teacher, today’s school leader is expected to lead the school with the ultimate goal of increasing student learning while helping staff to grow professionally. Georgia implemented the Leader Keys Effectiveness System (LKES), a common effectiveness system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness.

We know that we cannot improve what we do not measure, and a leader’s effectiveness has a powerful impact on student achievement. To measure leaders’ effectiveness and to increase student achievement, Gwinnett County Public Schools (GCPS) partnered with the Georgia Department of Education (GaDOE) to develop an evaluation system that includes multiple components to provide data and feedback regarding a leader’s performance. GCPS is one of 26 school districts that worked with the GaDOE and the Governor’s Office of Student Achievement (GOSA) to develop a fair and equitable system that will help leaders’ become even more effective in their work and lead to improved student learning and achievement gains. Teacher and leader focus groups indicated that an evaluation system should be based on multiple measures of effectiveness.

In Gwinnett, we call it the Gwinnett Leader Effectiveness System. Why the focus on “effectiveness”? Because the goal is to implement a system that is more than an evaluation tool. It also should increase the effectiveness of our employees by identifying areas of strength and growth and individualizing professional development based on specific needs.

The primary purposes of the Gwinnett Leader Effectiveness System are to:

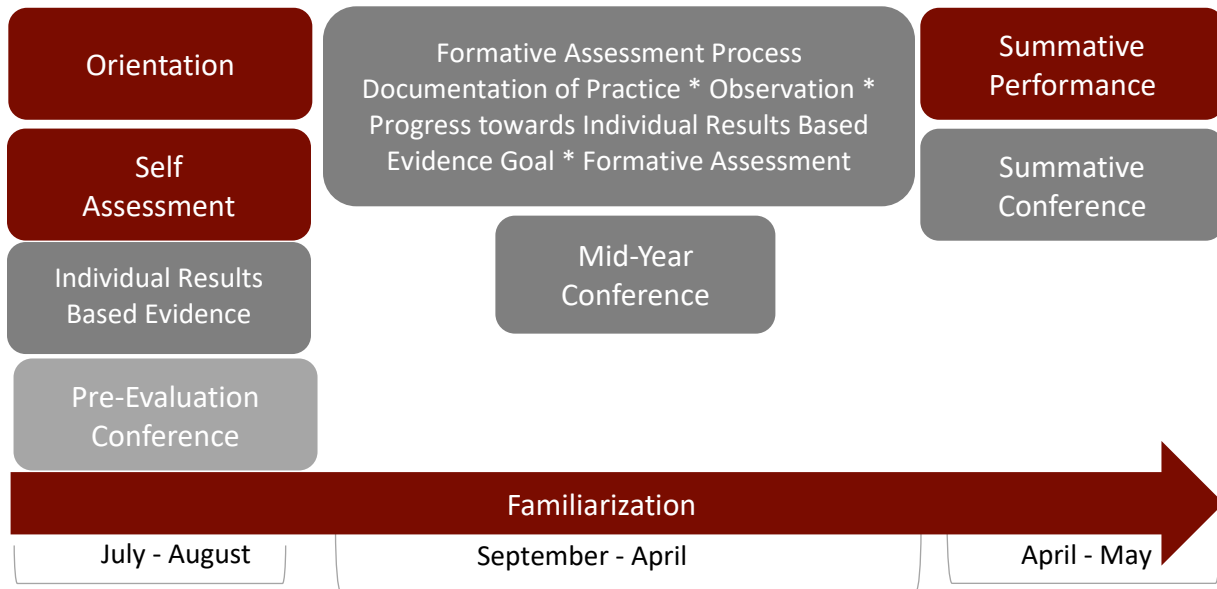
- Increase student achievement for all students;
- Identify areas of strength and growth for each leader; and
- Individualize professional growth based on specific needs.

Gwinnett’s Leader Effectiveness System provides leaders with meaningful feedback to support the continuous growth and development of each leader by monitoring, analyzing, and applying pertinent data from multiple sources toward attainment of established performance goals.

The Gwinnett Leader Effectiveness System (GLES) is used by schools to provide multiple measures of effectiveness along with specific support for areas of indicated growth. In Gwinnett, leaders have access to learning opportunities directly aligned with each performance standard assessed in the Gwinnett Leader Effectiveness System. The evaluation system provides principals and administrators with the tools to determine strengths and areas for needed improvement, enabling school leaders to individualize professional learning opportunities, based on specific needs. This collaborative improvement process supports school leaders in pursuing excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

# About the Evaluation System

## GLS/LAPS Process Flow



The steps below and on the next page outline the Leader Assessment on Performance Standards (LAPS) process:

**Step 1: Orientation** - To ensure both leaders and evaluators have a clear understanding of expectations; evaluators shall conduct a Leader Assessment on Performance Standards (LAPS) Orientation prior to the Pre-Evaluation Conference. This orientation should be conducted annually. Resources are available within the Professional Develop and Evaluator (PD&E) platform which will assist with the LAPS Orientation. After the orientation is completed, leader sign off is required acknowledging participation using PD&E.

**Step 2: Familiarization** - After leaders have completed the LAPS Orientation for the GLS, it is important to provide additional opportunities to become more familiar with the GLS process. The familiarization process is not intended to be a single event. Ongoing dialogue and professional learning opportunities will increase understanding of the LAPS/GLS process. Professional learning resources are located in PD&E.

**Step 3: Self-Assessment** - Reflecting on professional practice is an important step in the LAPS process. Leaders will complete a Self-Assessment prior to the Pre-Evaluation Conference. The eight Performance Standards will be used to determine professional strengths and areas for growth. The Self-Assessment, located in PD&E, will be available to both the leader and the evaluator for review and professional learning planning.

**Step 4: Individual Results Based Evidence System Goal Setting (Local School Plan of Improvement)** - Results Based Evidence System (RBES) Goals are linked to the Local Plan of School Improvement (LSPI). Leaders are encouraged to collaborate with evaluators throughout this process. Evaluators and leaders will determine the focus of the goals. Leaders are encouraged to consider linking Performance Goals to the School Improvement Plan (LSPI). These goals should be created using SMART criteria; that is, they should be specific, measurable, attainable, realistic, and time-bound.

## About the Evaluation System

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**Step 5: Pre-Evaluation Conference** - Evaluators shall conduct a Pre-Evaluation Conference for all GLES evaluated leaders. The conference follows the Orientation, Self-Assessment, and the leader's development of Performance Goals, if applicable. The conference shall be used to inform the individual being evaluated of performance expectations. The Performance Standards, Performance Indicators, and Performance Appraisal Rubrics shall be included in the Pre-Evaluation Conference discussion.

**Step 6: Formative Assessment** - The Formative Assessment process allows evaluators to document progress and to provide ongoing feedback to leaders. Documentation submitted by the leader as well as documentation by the evaluator shall be considered when rating all eight Performance Standards using the Performance Appraisal Rubrics. Sources of documentation and evidence will vary and may include data gathered through observation. Evaluators shall complete one Formative Assessment for each leader. Evaluators shall provide a performance rating on each of the eight standards using appraisal rubrics.

**Step 7: Mid-Year Conference** - The Mid-Year Conference shall be held to review the results of the Formative Assessment, including discussions regarding effective implementation of Performance Standards, progress towards LSPI, RBES Goals, and the most recent school wide Student Growth data. Based on feedback from the Formative Assessment, leaders and evaluators may submit additional documentation prior to the Summative Performance Evaluation.

**Step 8: Summative Performance Evaluation** - The Summative Performance Evaluation shall be based on the Formative Assessment, additional documentation and progress toward attainment of LSPI and RBES goals.

**Step 9: Summative Conference** - The Summative Conference shall be used to inform individuals of their Summative Performance Evaluation results. Leader Assessment on Performance Standards, Student Growth, and the LSPI will be included in the Summative Conference discussion. Professional learning experiences based on the leader's needs should be addressed during the conference.

# About the Standards

Grouped under four Key Domains, the 8 research-based performance standards are assessed through observations and documentation of leader practice. Effectively implementing these performance standards leads to increased student achievement.

## Performance Standard 1: Instructional Leadership

*The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.*

## Performance Standard 2: School Climate

*The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

## Performance Standard 3: Planning and Assessment

*The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.*

## Performance Standard 4: Organizational Management

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

## Performance Standard 5: Human Resources Management

*The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.*

## Performance Standard 6: Teacher and Staff Evaluation

*The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.*

## Performance Standard 7: Professionalism

*The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

## Performance Standard 8: Communication and Community Relations

*The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.*

KEY DOMAINS AND STANDARDS
<b>SCHOOL LEADERSHIP</b>
1. Instructional Leadership 2. School Climate
<b>ORGANIZATIONAL LEADERSHIP</b>
3. Planning and Assessment 4. Organizational Management
<b>HUMAN RESOURCES LEADERSHIP</b>
5. Human Resource Management 6. Teacher and Staff Evaluation
<b>PROFESSIONALISM AND COMMUNICATION</b>
7. Professionalism 8. Communication and Community Relations

# About the Standards

## Leader Assessment on Performance Standards (LAPS)

A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both leaders and evaluators will fully understand their job expectations. Evaluators shall be appropriately trained and credentialed. The Leader Assessment on Performance Standards (LAPS) provides evaluators with a qualitative, rubric-based evaluation method by which they can measure leader performance related to quality Performance Standards. GLES defines the expectations for leader performance consisting of 4 domains, 8 Performance Standards.

The Gwinnett Leader Effectiveness System consists of four components which contribute to an overall rating of Leader Assessment on Performance Standards (LAPS). Summative ratings are assigned to each standard. Summative assessment is not an average of ratings on the standards during formative evaluations.

The Performance Appraisal Rubric describes acceptable performance levels for each leader performance standard. Overall performance is rated using the following calculations: **Exemplary, Proficient, Needs Development, and Ineffective**

LAPS Rating	Summative rating points range
Exemplary	22–24 points
Proficient	14–21 points
Needs Development	6–13 points
Ineffective	0–5 points

**Proficient** is the expected level of performance.

SAMPLE PERFORMANCE APPRAISAL RUBRIC			
Exemplary <i>In addition to meeting the requirements for proficient</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. <i>(Leaders rated exemplary continually seek ways to serve as role models and collaborative leaders.)</i>	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision-making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, or uses data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.


# Professional Development and Evaluation Tools

The eCLASS Professional Development & Evaluation (PD&E) and effectiveness dashboard applications aligns employee evaluation with professional development initiatives.

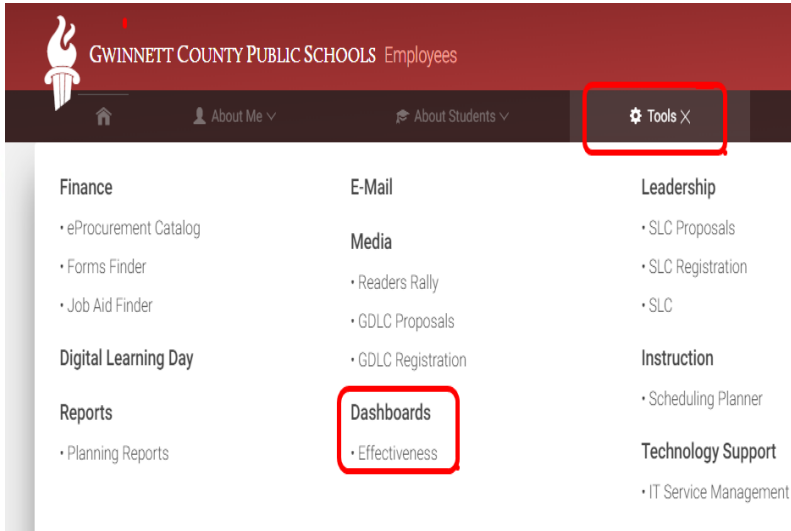
- Through PD&E Users can search for learning opportunities aligned with the teacher or leader effectiveness standards.
- Evaluators are able to view the professional learning transcript of their employees and conduct classroom observations either online or offline.
- In the PD&E system, all forms of professional learning are captured on an employee's transcript, including the staff development Log, courses, and self-paced online practice.
- The PD&E application allows users 24/7 online access and eliminates the need for manual or paper processing.
- Employees can easily search for learning opportunities that are specific to their school or have been recommended based on their roles.
- District leaders can use the application to tailor specific announcements to different user groups to ensure communication is meaningful for the recipients.
- The effectiveness dashboard and its tools allows leaders to establish reliability and validity in ratings.
- Lastly, the applications reporting features inform decision making at both the school and district levels.

The icons below show where to access evaluation tools and support. Through these platform leaders can monitor their ratings and qualitative feedback for each of the performance standard evaluated. In addition, using the data provided by each tool leaders can view his or her staffs identified strengths along with areas for growth.

Click on this icon in the employee portal



PD&E



**GWINNETT COUNTY PUBLIC SCHOOLS Employees**

Home About Me About Students **Tools**

<b>Finance</b> <ul style="list-style-type: none"> <li>eProcurement Catalog</li> <li>Forms Finder</li> <li>Job Aid Finder</li> </ul>	<b>E-Mail</b> <ul style="list-style-type: none"> <li>Readers Rally</li> <li>GDLC Proposals</li> <li>GDLC Registration</li> </ul>	<b>Leadership</b> <ul style="list-style-type: none"> <li>SLC Proposals</li> <li>SLC Registration</li> <li>SLC</li> </ul>
<b>Digital Learning Day</b>	<b>Dashboards</b> <ul style="list-style-type: none"> <li>Effectiveness</li> </ul>	<b>Instruction</b> <ul style="list-style-type: none"> <li>Scheduling Planner</li> </ul>
<b>Reports</b> <ul style="list-style-type: none"> <li>Planning Reports</li> </ul>		<b>Technology Support</b> <ul style="list-style-type: none"> <li>IT Service Management</li> </ul>

## Glossary – Acronyms and terms you need to know

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**Leader Assessment on Performance Standards (LAPS):** LAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality Performance Standards. All eight LAPS Performance Standards shall be rated on each Formative Assessment and Summative Performance Evaluation.

**Orientation:** Discussion ensure both leaders and evaluators have a clear understanding of expectations; evaluators shall conduct a Leader Assessment on Performance Standards (LAPS) Orientation prior to the Pre-Evaluation Conference.

**Familiarization:** Opportunities to become more familiar with the GLES process. The familiarization process is not intended to be a single event.

**Self-Assessment:** Reflecting on professional practice is an important step in the LAPS process. Leaders will complete a Self-Assessment prior to the Pre-Evaluation Conference. The eight Performance Standards will be used to determine professional strengths and areas for growth.

**RBES:** The Results-Based Evaluation System, a tool for student achievement goal-setting, evaluation, and instructional planning in Gwinnett. GCPS leaders continue to use this process with the Leaders Effectiveness System.

**LSPI:** Leaders are able to set RBES Goals. Evaluators and leaders will determine the focus of the goals. Leaders are encouraged to consider linking at least one RBES to the Local School Plan of Improvement Plan. Evaluators may also determine Performance Goal(s) for the leader. These goals should be created using SMART criteria; that is, they should be specific, measurable, attainable, realistic, and time-bound.

**Pre-Evaluation Conference:** The conference shall be used to inform the individual being evaluated of performance expectations. The Performance Standards, Performance Indicators, and Performance Appraisal Rubrics shall be included in the Pre-Evaluation Conference discussion.

**Formative Assessment:** This process allows evaluators to document progress and to provide ongoing feedback to leaders. Evaluators shall complete one *Formative Assessment* for each leader. Evaluators shall provide a performance rating on each of the eight standards using appraisal rubrics.

### Gwinnett County Public Schools

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