# Gwinnett Effectiveness Initiative
## LEADER

# A HANDBOOK FOR
# LEADERS
## 2024–25

# About the Evaluation System_____

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.

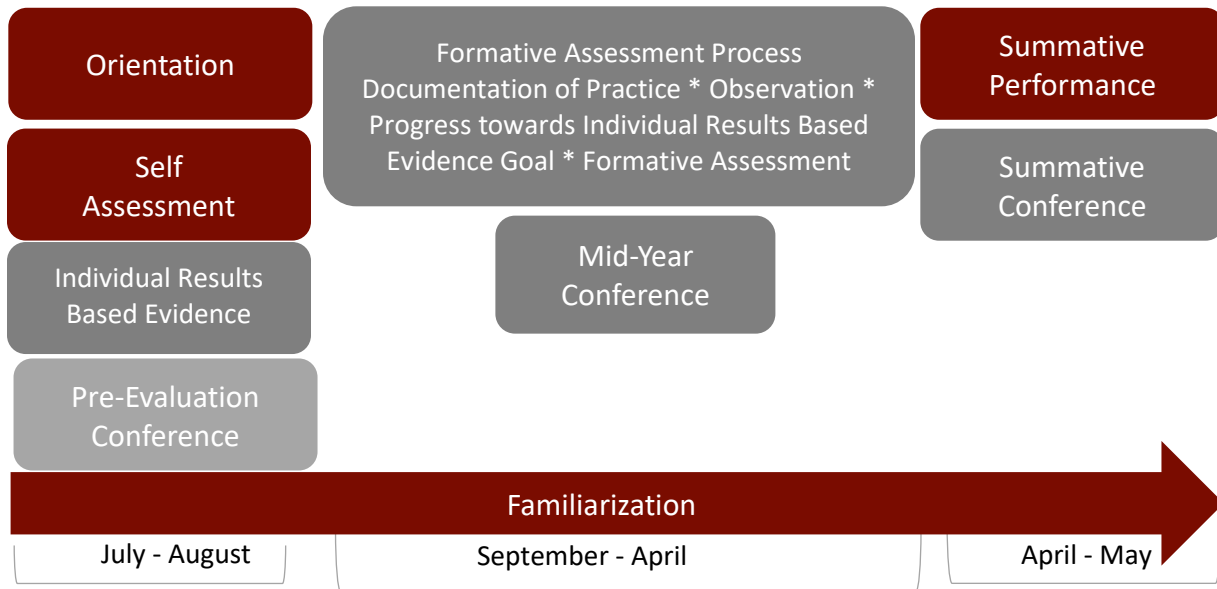The primary purposes of the Gwinnett Leader Effectiveness System are to:

- 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

# GLES/LAPS Process Flow

| Orientation | Formative Assessment Process Documentation of Practice * Observation * Progress towards Individual Results Based Evidence Goal * Formative Assessment | Summative Performance |
|---|---|---|
| Self Assessment | | Summative Conference |
| Individual Results Based Evidence | Mid-Year Conference | |
| Pre-Evaluation Conference | | |

**Familiarization**

| July - August | September - April | April - May |
|---|---|---|

**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 GLES, it is important to provide additional opportunities to become more familiar with the GLES process. The familiarization process is not intended to be a single event. Ongoing dialogue and professional learning opportunities will increase understanding of the LAPS/GLES 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

**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.*

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

## 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.*

# 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** *In addition to meeting the requirements for proficient* | **Proficient** *Proficient is the expected level of performance.* | **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. *(Leaders rated exemplary continually seek ways to serve as role models and collaborative leaders.)* | 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. |

# About the Standards

## Appendix: LAPS Performance Standards and Performance Appraisal Rubrics

## 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.*

## Sample Performance Indicators
*Examples may include, but are not limited to:*

## The leader:

- Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.

- Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

- Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.

- Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

- Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.

- Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.

- Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

- Provides the focus for continued learning of all members of the school community.

| Exemplary<br>*In addition to meeting the requirements for proficient* | Proficient<br>*Proficient is the expected level of performance.* | Needs Development | Ineffective |
|---|---|---|---|
| The leader **actively and continually** employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | The leader **consistently** 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.to school improvement. | The leader **inconsistently** fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement. | The leader **does not** foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement. |

# About the Standards‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾

## 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.*

## Sample Performance Indicators
***Examples may include, but are not limited to:***

## The leader:
- Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.
- Maintains a collegial environment and supports the staff through the stages of the change process.
- Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.
- Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment, which reflects state, district, and local school rules, policies, and procedures.
- Develops and/or implements best practices in school-wide behavior management that are effective within the school community.
- Communicates behavior management expectations regarding behavior to students, teachers, and parents.

| Exemplary *In addition to meeting the requirements for proficient* | Proficient *Proficient is the expected level of performance.* | Needs Development | Ineffective |
|---|---|---|---|
| The leader **continually** seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | The leader **consistently** promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | The leader **inconsistently** promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. | The leader **does not** promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. |

# About the Standards

## 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.*

## Sample Performance Indicators
*Examples may include, but are not limited to:*

## The leader:

- Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes.
- Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district's strategic plan.
- Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.
- Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.
- Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.
- Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

| Exemplary<br>*In addition to meeting the requirements for proficient* | Proficient<br>*Proficient is the expected level of performance.* | 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. *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | 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 use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures. |

# About the Standards_____

## 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.*

## Sample Performance Indicators

*Examples may include, but are not limited to:*

## The leader:

- Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
- Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- Identifies potential problems and deals with them in a timely, consistent, and effective manner.
- Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- Reviews fiscal records regularly to ensure accountability for all funds.
- Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- Follows federal, state, and local policies with regard to finances and school accountability and reporting.
- Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

| Exemplary *In addition to meeting the requirements for proficient* | Proficient *Proficient is the expected level of performance.* | Needs Development | Ineffective |
|---|---|---|---|
| The leader **continually** exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | The leader **consistently** fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | The leader **inconsistently** supports, manages, or oversees the school's organization, operation, or use of resources. | The leader **inadequately** supports, manages, or oversees the school's organization, operation, or use of resources. |

# About the Standards

## 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.*

## Sample Performance Indicators
***Examples may include, but are not limited to:***

## The leader:

- Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

- Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

- Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.

- Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.

- Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.

- Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly qualified personnel.

- Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.

- Recognizes and supports the achievements of highly effective teachers and staff and provides them opportunities for increased responsibility.

| Exemplary *In addition to meeting the requirements for proficient* | Proficient *Proficient is the expected level of performance.* | Needs Development | Ineffective |
|---|---|---|---|
| The leader **continually** demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g., highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | The leader **consistently** fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | The leader **inconsistently** selects, inducts, supports, or retains quality instructional and support personnel. | The leader **inadequately** selects, inducts, supports, or retains quality instructional and support personnel. |

# About the Standards

## 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.*

## Sample Performance Indicators

*Examples may include, but are not limited to:*

## The leader:

- Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.
- Provides support, resources, and remediation for teachers and staff to improve job performance.
- Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.
- Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation records.
- Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.
- Involves teachers and staff in designing and implementing Professional Development Plans.

| Exemplary *In addition to meeting the requirements for proficient* | Proficient *Proficient is the expected level of performance.* | Needs Development | Ineffective |
|---|---|---|---|
| The leader **continually** provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | 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. | The leader **fairly evaluates** school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, or focused on improved student learning. | The leader does not fairly evaluate school personnel or does not follow state or district guidelines. Feedback fails to be either timely, constructive, or focused on improved student learning. |

# About the Standards

## 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.*

## Sample Performance Indicators

*Examples may include, but are not limited to:*

## The leader:

- Models respect, understanding, sensitivity, and appreciation.
- Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.
- Maintains a professional appearance and demeanor.
- Models self-efficacy to staff.
- Maintains confidentiality and a positive and forthright attitude.
- Provides leadership in sharing ideas and information with staff and other professionals.
- Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.
- Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- Evaluates the impact professional development has on the staff/school/district improvement and student achievement.
- Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- Remains current with research related to educational issues, trends, and practices.
- Maintains a high level of technical and professional knowledge.
- Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.

| Exemplary *In addition to meeting the requirements for proficient* | Proficient *Proficient is the expected level of performance.* | Needs Development | Ineffective |
|---|---|---|---|
| The leader **continually** demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | The leader **consistently** fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession. | The leader inconsistently demonstrates professional standards, engages in continuous professional development, or makes contributions to the profession. | The leader shows disregard for professional standards and ethics, engaging in continuous professional development, or making contributions to the profession. |

# About the Standards_____

## Performance Standard 8: Communication and Community Relations
*The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.*

## Sample Performance Indicators
*Examples may include, but are not limited to:*

## The leader:

- Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- Provides a variety of opportunities for parent and family involvement in school activities.
- Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

| Exemplary *In addition to meeting the requirements for proficient* | Proficient *Proficient is the expected level of performance.* | Needs Development | Ineffective |
|---|---|---|---|
| The leader **continually** seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. *(Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.)* | The leader **consistently** fosters the success of all students by communicating and collaborating effectively with stakeholders. | The leader **inconsistently** communicates or infrequently collaborates on issues of importance to stakeholders. | The leader demonstrates inadequate or detrimental communication or collaboration with stakeholders. |

# Professional Development and Evaluation Tools

The *e*CLASS Professional Development & Evaluation (PD&E) and effectiveness dashboard applications aligns employee evaluation with professional development initiatives.
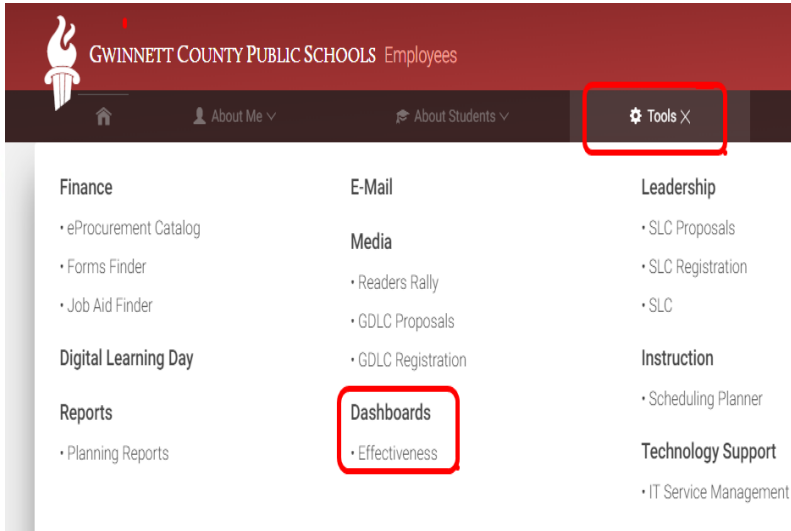
- Through PD&E Users can search for learning opportunities aligned with the teacher or leader effectiveness standards.

- 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.

# Glossary – Acronyms and terms you need to know_____

**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