

Galena City School District
Principals/IDEA Director/IDEA Assistant Director
Evaluation Handbook



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Purpose

The Principal, IDEA Director, and IDEA Assistant Director performance evaluation process will promote professional growth and increased student learning by integrating the following areas.

- *Increase Principal, IDEA Director, and IDEA Assistant Director skills and knowledge of effective assessment and instruction practices*
- *Focus on the Principal's, IDEA Director's, and IDEA Assistant Director's commitment to continuously improve practice so that student learning is enhanced*
- *Focus the school's and district's commitment to continuously improve instruction and assessment so that student learning is enhanced*
- *Serve as a guide for Principal, IDEA Director, and IDEA Assistant Director to reflect upon and self-assess their own professional growth*
- *Ensuring alignment with school and district improvement plans*
- *Guide professional development for principals/site administrators*
- *Serve as a tool to support coaching and mentoring programs for Principal, IDEA Director, and IDEA Assistant Director*
- *Focus on the collection of credible evidence about Principal, IDEA Director, and IDEA Assistant Director performance*

Evaluative Process

Evaluation is a continuous process and may occur between scheduled periods at the request of the Principal/IDEA Director/IDEA Assistant Director or the Principal's, IDEA Director's, and IDEA Assistant Director's immediate supervisor or any higher supervisor.

Assessment Methodology

All Domains are assessed through a review of the evidence provided by the Principal, IDEA Director, and IDEA Assistant Director; conferences between the evaluator and the Principal, IDEA Director, and IDEA Assistant Director; input from a variety of sources (staff, parents, students, community) and observations conducted by the evaluator and other district personnel.

Evidences

Possible evidences for all domains may include evidences aligned with the District Strategic Plan and goals and plans aligned with AdvancED Accreditation:

- Statement of School Mission, Vision, and Core Values
- School Improvement Plans
- Program Development
- Documented Use of Formative Assessments
- Existence and Work of Collaborative Teams
- Department/Collaborative Team Meeting Agendas and Summary Notes
- Teaming with Community Agencies
- Conference Attendance and Follow-up Reports
- Graduation Rates
- In-service Agendas
- Master Schedules
- Student Handbooks
- Staff Handbooks
- Grant Applications
- PAC Agendas/Minutes
- Student Achievement and Assessment Data
- Student Discipline Data
- Student Attendance Data
- Monthly Letters to Stakeholders
- Monthly Newsletters
- Parent Survey Data
- Student Survey Data
- Staff Survey Data

Galena City School District

GCSD Principal/IDEA Director/Asst Director

Formal End of Year Evaluation Instrument

Educator Name: _____

Position: _____

Evaluator Name: _____

Date: _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence. The Alaska Content Standards for Administrators are utilized as the foundation of this evaluation tool.

Establishing Level of Support: Use component ratings to establish domain ratings. To roll-up component ratings into five domain ratings, evaluators will use the following operating principles:

- **Exemplary:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Exemplary if the Principal, IDEA Director, or IDEA Assistant Director has received Exemplary ratings in at least half of the components of the domain, with the remaining components rated no lower than Proficient.
- **Proficient:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Proficient if the Principal, IDEA Director, and IDEA Assistant Director received no more than one component rated Basic, with the remaining components rated Proficient or Exemplary.
- **Basic:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Basic if the Principal, IDEA Director, and IDEA Assistant Director received no Unsatisfactory component rating and two or more Basic component ratings.
- **Unsatisfactory:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Unsatisfactory if any one component is rated Unsatisfactory.

Using the method described above, domain ratings will be used to determine level of support: Using all five (5) domain ratings to establish the level of support for the following school year, evaluators will use the following method:

- **Professional Focus:** In collaboration with the evaluator, an administrator should select a Professional Focus for the following school year if at least four of the domains are rated as Proficient or Exemplary, with the remaining domains rated no lower than Basic.
- **District Support/Plan of Professional Growth:** An administrator must receive District Support or collaborate with their supervisor to create a Plan of Professional Growth if no domain is rated Unsatisfactory and two or more domains are rated Basic.
- **Plan of Improvement:** An administrator, in collaboration with the district will follow a Plan of Improvement created by the district if any component is rated Unsatisfactory.

Domain 1: Providing Leadership, Guiding Instruction and Supporting Effective Learning Environments				
Components	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXMP</u>
Supporting the development of a school wide climate of high expectations for student learning and staff performance	☐	☐	☐	☐
Demonstrating knowledge of current major curriculum design models, including standards-based curriculum	☐	☐	☐	☐
Leading or facilitating the development of formative assessments, individual student learning plans, progress monitoring approaches, Intervention team meetings, data team meetings, or similarly focused staff activities	☐	☐	☐	☐
Maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities	☐	☐	☐	☐
Facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance	☐	☐	☐	☐
Observing teachers frequently and providing the teacher with effective coaching and feedback	☐	☐	☐	☐
Evidences and Artifacts				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				

Domain 2: Providing Staff Professional Development to Meet Student Learning Needs				
Components	UNSAT	BASIC	PROF	EXMP
Supervising or arranging for the supervision of staff for the purpose of improving student learning, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models	☐	☐	☐	☐
Working with faculty and staff to identify individual and group professional development needs and to design appropriate staff development opportunities	☐	☐	☐	☐
Evaluating and coaching staff for the purpose of improving student learning and making recommendations about retention	☐	☐	☐	☐
Participating in the hiring of new staff based upon needs of the school and district priorities	☐	☐	☐	☐
Evidences and Artifacts				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Domain 3: Utilizing Assessment and Evaluation Information About Students, Staff, and Community in Making Decisions				
Components	UNSAT	BASIC	PROF	EXMP
Developing tools and processes to gather needed information from students, staff, and the community	☐	☐	☐	☐
Using information to determine whether student, school, or program goals have been met and implementing changes when appropriate	☐	☐	☐	☐
Interpreting assessment information and evaluation for others	☐	☐	☐	☐
Aligning programs to meet desired standards or goals	☐	☐	☐	☐

Evidences and Artifacts				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Domain 4: Acting in Accordance with Established Laws, Policies, Procedures, and Good Business Practices				
Components	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXMP</u>
Acting in accordance with federal and state statutes, regulations, and other laws	☐	☐	☐	☐
Board policies are implemented and adhered to	☐	☐	☐	☐
Administering contracts and financial accounts responsibly, accurately, efficiently, and effectively	☐	☐	☐	☐
Confidentiality of school records are adhered to	☐	☐	☐	☐
Holds all school staff accountable to personal and professional code of ethics	☐	☐	☐	☐

Evidences and Artifacts				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Select One				
Domain 5: Facilitating the Participation of Parents and Families as Partners in the Education of Children				
Components	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXMP</u>
Supporting and respecting the responsibilities of parents and families recognizing the variety of parenting traditions and practices in the community	☐	☐	☐	☐
Involves stakeholders in the design and implementation of important decisions and policies	☐	☐	☐	☐
Maintaining a school or program climate that welcomes parents and families and invites their participation	☐	☐	☐	☐
Involving parents and community in meaningful ways in school or program decision making	☐	☐	☐	☐
Obtaining and using feedback to communicate more effectively	☐	☐	☐	☐
Communicating a positive image of the school in the community	☐	☐	☐	☐

Evidences and Artifacts			
Select One			
Select One			
Select One			
Select One			
Select One			
Select One			
Select One			
Select One			
Overall Rating			
Exemplary	Proficient	Basic	Unsatisfactory
<p>The Administrator should receive a overall rating of Exemplary if the administrator has received Exemplary ratings in at least half of the components with the remaining components rated no lower than Proficient</p>	<p>The Administrator should receive an overall rating of Proficient if the Administrator received no more than one component rated Basic, with the remaining components rated Proficient or Exemplary</p>	<p>The Administrator should receive an overall rating of Basic if the Administrator received no unsatisfactory component ratings and two or more Basic component ratings.</p>	<p>The Administrator should receive an overall rating of Unsatisfactory if any one component is rated Unsatisfactory. A plan of improvement will follow.</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Evaluator Comments:

Employee Comments:

Statement: *A formal conference was held on _____ with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation and will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

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