

CENTRAL OFFICE

EVALUATION MANUAL

*Professional
Education
Personnel
Evaluation
Program
of
Alabama*

ALABAMA STATE DEPARTMENT OF EDUCATION

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Montgomery, Alabama 36130-3901

DR. JOSEPH B. MORTON
State Superintendent of Education

May 1, 2002

EVALUATION MANUAL

CENTRAL OFFICE ADMINISTRATORS

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May 1, 2002

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**ALABAMA PROFESSIONAL EDUCATION PERSONNEL
EVALUATION PROGRAM FOR CENTRAL OFFICE ADMINISTRATORS**

ACKNOWLEDGMENTS

State Department of Education

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ROLE DESCRIPTION

POSITION TITLE: Assistant Superintendent

JOB GOAL: To assist the superintendent in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services.

REPORTS TO: Superintendent

SUPERVISES: Such staff members as the superintendent may designate.

PERFORMANCE RESPONSIBILITIES:

1. Develops and communicates a clear statement of vision for the area of assigned responsibility.
2. Develops and communicates a clear program mission.
3. Creates an environment conducive to high levels of performance and professionalism.
4. Serves as a leader for program quality and actively works with the staff to improve level of performance.
5. Monitors performance of program staff.
6. Promotes a climate of high expectations for program staff.
7. Performs program responsibilities and tasks within areas of assigned responsibility.
8. Complies with federal and state laws and state and local board policies.
9. Provides opportunities for professional growth through staff development of assigned personnel.
10. Demonstrates proficiency in written and oral communication.
11. Assumes responsibility for personal professional growth.
12. Participates in a formal community/public relations program.
13. Demonstrates professional ethics.

ROLE DESCRIPTION

POSITION TITLE: Director

JOB GOAL: To provide leadership in the development, implementation, and evaluation of a specific area for the benefit of the system's total educational program

REPORTS TO: To be determined by LEA's

SUPERVISES: To be determined by LEA's

PERFORMANCE RESPONSIBILITIES:

1. Provides effective leadership in planning, developing, implementing and evaluating comprehensive programs in area of responsibility.
2. Assists with budget preparation, coordinates with other departments to assure maximum services, and maintains records/reports/inventories in accordance with policies.
3. Assists in selection and placement of personnel, delegates responsibility, and supervises and evaluates staff.
4. Plans and accomplishes personal professional growth and demonstrates professional ethics.
5. Demonstrates proficiency in written and oral communication.
6. Develops and implements a plan for professional growth of staff assigned to area of responsibility.
7. Interprets, supports, and complies with federal and state laws and state and local board policies.
8. Takes a leadership role in improving education.
9. Demonstrates effective interpersonal relations skills.
10. Serves as a consultant.

ROLE DESCRIPTION

POSITION TITLE: Supervisor

JOB GOAL: To provide leadership in the development, implementation, and evaluation of a specific area for the benefit of the system's total educational program.

REPORTS TO: To be determined by LEAs

SUPERVISES: To be determined by LEAs.

PERFORMANCE RESPONSIBILITIES:

1. Establishes and implements clear goals and specific achievement objectives for the area(s) supervised.
2. Interprets and supports the policies established by federal and state laws and state and local board policies in the area(s) supervised.
3. Demonstrates effective interpersonal relations skills.
4. Plans and accomplishes personal professional growth and demonstrates professional ethics.
5. Takes a leadership role in improving education.
6. Performs routine duties in a professional and responsible manner.
7. Plans, implements, and evaluates instructional programs including learning objectives and instructional strategies for designated areas of responsibility.
8. Serves as a resource person in the area supervised.
9. Demonstrates effective application of leadership and management skills.
10. Demonstrates proficiency in written and oral communication.
11. Provides information on the status of the area supervised.
12. Seeks resources.
13. Prepares and administers budgets.

ROLE DESCRIPTION

POSITION TITLE: Coordinator

JOB GOAL: To plan, organize, and implement programs in assigned area.

REPORTS TO: To be determined by LEAs

SUPERVISES: To be determined by LEAs

PERFORMANCE RESPONSIBILITIES:

1. Establishes and implements clear goals and specific achievement objectives for the area(s) assigned.
2. Establishes general practices and procedures for assigned area(s) of responsibility.
3. Keeps informed of and complies with federal and state laws and state and local board policies affecting area(s) of responsibility.
4. Evaluates existing programs as an ongoing responsibility and recommends changes as needed.
5. Monitors programs in area of responsibility.
6. Keeps current with new ideas and exemplary practices.
7. Compiles, maintains, and files written records and reports of all programs in area of responsibility.
8. Plans, organizes, and implements district-wide training programs for personnel in area(s) of responsibility.
9. Provides appropriate orientation for teachers and staff members.
10. Serves as a resource person.
11. Demonstrates proficiency in written and oral communication.
12. Demonstrates effective interpersonal relation skills.
13. Plans and accomplishes personal professional growth and demonstrates professional ethics and leadership.

ROLE DESCRIPTION

POSITION TITLE: Program Specialist

JOB GOAL: To develop ways in which the school and system's objectives may be improved in the content field, by creating and maintaining superior standards of teaching and learning.

REPORTS TO: To be determined by LEAs

SUPERVISES: To be determined by LEAs

PERFORMANCE RESPONSIBILITIES:

1. Develops teaching strategies to implement new curricula.
2. Conducts inservice workshops for teachers in the content area.
3. Performs classroom visitations and demonstrations.
4. Participates in curricula development.
5. Works with individuals and groups to accomplish program objectives.
6. Provides information to staff on major trends and developments in the content area.
7. Assists in writing and constructing performance criteria for students and staff.
8. Orients program staff in the content area.
9. Recommends and assists in securing relevant materials for programs.
10. Demonstrates effective interpersonal relations skills.
11. Demonstrates proficiency in written and oral communication.
12. Plans and accomplishes personal professional growth and demonstrates professional ethics and leadership.
13. Complies with federal and state laws and state and local board policies affecting area(s) of responsibility.

WHO EVALUATES CENTRAL OFFICE ADMINISTRATORS

The primary evaluator of the central office administrator should be the superintendent. However, additional persons can be involved in the process as data collectors. The distinction is quite simple. The evaluator is the person responsible for rendering value judgments about the central office administrator's performance. A data collector, on the other hand, is someone trained to administer certain assessment instruments and procedures, collect the resulting data and pass them on to the evaluator for consideration in the judgment. In the Alabama central office administrator evaluation program, the evaluator (superintendent) may or may not be the sole data collector.

If there are to be data collectors in addition to the evaluator engaged in the evaluation of a central office administrator, there are certain criteria for approval of those persons to serve in that role:

1. All data collectors (including evaluators) must be trained as evaluators and meet all standards established for evaluator "certification".
2. If a data collector from outside the school system (LEA) is to be employed to assist the evaluator, he/she must meet the established standards for evaluators and be approved for this role by the local Board of Education. Liability of the data collector is the responsibility of the LEA.
3. An external data collector cannot participate in the evaluation of a first year central office administrator.
4. A data collector cannot be responsible for a) completing the Supervisor's Review Form, b) completing and signing the Evaluation Summary Report (ESR) or conducting the Evaluation Summary Conference (data collector may participate in the summary conference).

Note: If there are administrators in the school system other than the superintendent to whom the central office administrator is accountable for performance in one or more areas covered by the Supervisor's Review Form, the evaluator (superintendent) may go to those persons for information regarding the central office administrator's performance in those areas.

EVALUATOR CODE OF ETHICS

1. Evaluators shall conduct themselves in a professional manner at all times during the evaluation process.
2. Evaluators shall not communicate, either directly or indirectly, regarding any issue concerning the evaluation process of the central office administrator's personal qualifications with any person except the immediate supervisor(s) to whom evaluation results are to be reported.
3. Evaluators shall not knowingly misrepresent the qualifications or performance of a central office administrator.
4. Evaluators shall not knowingly make false or malicious statement(s) about a central office administrator.
5. Evaluators shall not accept any gratuity, gift, or favor that might impair or influence the evaluation process.
6. Evaluators shall not evaluate persons from their own immediate families and other relatives including aunts, uncles, nieces, and nephews.
7. Evaluators shall try to optimize the assessment situation and develop appropriate rapport with Central Office Administrators.
8. Evaluators shall not receive or divulge secured information used in evaluator training including test keys (interview keys), copies of tests, or reliability records.

BELIEFS AND PRINCIPLES

Evaluation of programs and practices is essential to any ongoing effort to improve any profession. Evaluation is not apart from but a part of the educational process. However, sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcomes desired.

Below are the fundamental beliefs about the Alabama Professional Education Personnel Evaluation Program, the Central Office Administrators, evaluators, and the evaluation process and evaluation instruments. Hopefully, they reflect what educators across Alabama believe and desire to accomplish, just as they reflect the beliefs and goals of the many educators who have contributed to the development of this evaluation system.

THE PROGRAM

1. The primary goal of the evaluation program is the improvement of teaching and learning.
2. A sound personnel evaluation program focuses on performance rather than credentials.
3. To be useful, the personnel evaluation program must be coupled with a strong professional development program.
4. To be useful, the personnel evaluation program must be coupled with strong programs of student and program assessment.

THE CENTRAL OFFICE ADMINISTRATOR

1. Educators, whether teachers or administrators, want to be competent professionals.
2. All educators can improve performance.
3. It is possible to assess differences in educator performance.
4. Essential to competent performance in any position is a nucleus of practices and behaviors, which can be identified, assessed, and improved.

THE EVALUATOR

1. Rigorous and comprehensive training is essential for an evaluator.
2. Evaluators must have a commitment to the improvement of education and to assisting others in their improvement.
3. The evaluator must be fair, objective, honest, ethical, and of high moral character.

THE PROCESS

1. The evaluation process should not discourage diversity in professional behavior.
2. Multiple data sources and data collection procedures are necessary to obtain a reliable picture of professional practice and behavior.
3. Effectiveness of educational practices and central office administrator behavior must be assessed in light of learner characteristics and needs; teacher/staff characteristics and needs, and school and/or school system characteristics, needs and organizational structures.
4. The evaluation process should focus on the identification of patterns of behavior.

THE EVALUATION INSTRUMENTS

1. No single instrument is adequate for assessing educator performance.
2. Evaluation instruments must be developed from the criteria upon which Central Office Administrators are to be assessed.
3. Instruments must be understood by all professional educators in the school system.
4. Instruments must assess the performance of knowledge and skills considered important to effective teaching, effective administration, and effective schools.

CENTRAL OFFICE ADMINISTRATOR EVALUATION SYSTEM EVALUATOR STANDARDS

Evaluator approval is based on performance during training which is measured in two ways:

1. Knowledge Test
2. Performance Skills

1. KNOWLEDGE TEST

All evaluators must demonstrate 80% accuracy.

2. PERFORMANCE SKILLS

Evaluators of central office administrators must demonstrate reliability in scoring one (1) knowledge/skill area, in developing a rationale/justification for the score, and in creating one professional development objective and related activities to address weaknesses identified.

Reliability will be based on agreements of scores/interpretations and rationales.

In addition to the demonstration of reliability, the evaluator will be assessed on the ability to:

- conduct an interview
- analyze a completed portfolio
- analyze results of surveys
- complete a Supervisor's Review Form
- analyze completed Professional Development Plans
- compile evaluation data from the several data sources and complete the Evaluation Summary Report accurately
- identify appropriate areas of focus for the Professional Development Plan and produce a PDP

Note: Evaluators of central office administrators who have successfully met evaluator standards for the principal system must undergo training in the central office administration system and must be knowledgeable of the differences between the two systems in order to meet evaluator standards.

**THE SUMMATIVE COMPONENT OF THE CENTRAL OFFICE EVALUATION SYSTEM
CENTRAL OFFICE ADMINISTRATOR PERFORMANCE STANDARDS**

In October 2000, an administrator evaluation advisory committee/standard setting panel of Alabama educators and business leaders recommended, and the State Superintendent approved, minimum standards of acceptable performance for central office administrators evaluated with the PEPE Central Office Administrator Evaluation System. In February 2001, the State Board of Education approved performance standards for all certificated personnel (excluding superintendents). In addition, the performance standards may be used by Local Education Agencies (LEAs), if approved by local boards of education, to guide performance-based decisions that affect the employment and status of educators.

Guidelines For Use of The Standards

1. A central office administrator evaluated with the Alabama Professional Education Personnel Evaluation System for Central Office Administrators should achieve a composite knowledge/skill area score of 39 or higher in his/her most recent evaluation. The composite score shall be developed by summing the scores achieved on knowledge/skill areas 1 through 13. A central office administrator shall be expected to maintain a composite knowledge/skill area score of 39 or higher in all subsequent evaluations.
2. Local Education Agencies that have developed their own central office administrator evaluation systems and are using a summative component must establish minimum standards for educator performance at least comparable to those approved for the State model. The LEA should then apply those standards in performance-based decisions that affect employment and status.

Note: For systems using the summative component, a comprehensive plan with detailed policies, procedures, and activities, should be developed. At a minimum, an individual whose performance falls below the performance standard should be placed on annual evaluations with intensified professional development plans until improvements or future employment decisions have been made.

A panel of educators will periodically review the PEPE educator performance standards and, if applicable, recommend to the State Superintendent any changes in the standards that appear to be warranted.

INTRODUCTION/BACKGROUND

Introduction

For nearly two decades, an ever-expanding body of research has consistently indicated that excellence in schools is more directly related to the performance of their administrators and teachers than to anything else. School districts that implement strong performance-evaluation programs, linked with provisions and opportunity for strong professional growth and development, obtain marked improvements in educational quality. Educators do their jobs better; students excel both personally and academically and, as a result, community support for schools escalates proportionately.

Acceptance of these findings and their promising outcomes was one of the primary factors that prompted the State Board of Education, in 1988, to adopt a resolution requiring the evaluation of all professional public education personnel either by a state-developed evaluation system or by one which each school system may opt to formulate pursuant to Board-established criteria. It also provided the impetus for the State Legislature, shortly thereafter, to enact legislation endowing the School Board's resolution with the full force of law.

The Alabama Professional Education Personnel Evaluation Program for Central Office Administrators addresses the above enactments and is the product and culmination of the intense, informed and dedicated efforts of the many educational practitioners who participated in its development. In many respects, the resultant approach is a salient departure from numerous other evaluative approaches currently in use in many school systems nationwide. Rather than focusing on personal traits, which may or may not relate to the quality of performance, the program concentrates on competencies and knowledge/skills which effective educators are known to possess, on performance standards, and on results. The evaluation program's primary goal is the improvement of teaching and learning; and it seeks to effect growth, collegiality and assistance as opposed to dismissal or demotion.

Unlike some assessment processes, The Alabama Evaluation Program for Central Office Administrators is predicated on the belief that because the leadership and management processes in a school system environment are extremely complex, multiple data sources and data-collection tools are necessary to obtain an accurate appraisal of professional practices and needs. And while no personnel evaluations are absolutely objective in the sense that they are completely devoid of supervisory judgment, the plan presented in this manual does help to ensure that such judgments are not capricious and arbitrary. Instead, these judgments are supported not only by reliable and valid data, but also defensible rationales derived through a structured process of data collection, interpretation, and inference.

This evaluation manual provides a description of the nature and interrelationship of the various components comprising the Alabama Evaluation Program for Central Office Administrators. The manual's organization is relatively straightforward. Acknowledgments, the background of the evaluation system, and an overview of the program's design and criteria are followed by a detailed presentation of each assessment instrument and of related procedures for collecting, scoring, synthesizing, and utilizing evaluative data and results.

Background

In August 1996, the State Superintendent of Schools, Dr. Ed Richardson, assembled a task force of educators and representatives of the private sector to review the current competencies for educational administrators. This task force was to revise the competencies, as needed, to match the educational reform and school accountability initiatives underway. It had been almost eight years since the initial sets of competencies had been developed by a similar task force.

The task force provided their insights into current and future requirements of school and school system administrators. Their work was augmented by review and integration of essential elements of the sets of administrator competencies formerly used in the PEPE administrator evaluation systems and the national standards produced by a consortium of states working under the auspices of the Council of Chief State School Officers, i.e., The Interstate School Leaders Licensure Consortium (ISLLC) Standards. The new Alabama standards for central office administrators have incorporated the research, best practice, and forward thinking found in all three foundational pieces: the work of the 1996 Alabama task force, the former set of competencies and indicators for Alabama central office administrators and, the ISLLC standards. However, these Alabama standards are written in the same format as that employed by the developers of the ISLLC standards.

Between August 1996 and February 1997, the competencies for central office administrators, now presented in the document entitled *Framework for Recruitment, Selection, Development, and Evaluation of Alabama School Administrators: Central Office Administrators*, were reviewed by administrators, higher education faculty responsible for the preparation of administrators, and teacher groups statewide. The Framework was finalized in March 1997, and approved by the Administrator Evaluation Advisory committee during this same month. This Framework is contained in Appendix A of this manual.

The Framework, which can best be seen as an evolution of the original central office administrator competencies is different enough in structure and content that it requires substantial revisions in evaluation instruments and procedures used to measure central office administrator performance, knowledge, and skills. In addition, the evaluation system must serve three purposes: 1) creation of data to be used in the evaluation and state accreditation of administrator preparation programs, 2) the creation of data to be used for summative evaluation decisions by LEAs who elect to use the system in this way, and 3) creation of a database that can be used to assist the administrator in improving his/her knowledge, skills, and performance. Proposed revisions to the evaluation system were approved for field testing by the Administrator Evaluation Advisory Committee in July 1998. A field test of the evaluation system for central office administrators was conducted during Spring 2000.

The field test had two purposes. First it was a test of data gathering methods and procedures proposed for use in determining central office administrator competence in the competencies, tasks, and related knowledge/skills areas. Second, central office administrator scores and related information for the field test were used to establish standards for acceptable central office administrator performance. These standards will be used to assess the adequacy of administrator

preparation programs and to grant program approval. However, the same standards can be used by LEAs for the purposes of continuing employment, promotion and/or salary adjustment, if they choose to do so. The results of the field test were also used to target needed professional development activities for administrators.

In October 2000, a task force of educators met to review the field test data, recommend changes to the evaluation system, and set minimum standards of acceptable performance. These standards were based on the results of the field test. The adequacy and appropriateness of the performance standards established on the basis of the field test data will be reviewed at the end of each of the first three years of implementation of the evaluation system and periodically thereafter. Adjustments will be made as necessary.

Central office administrators and their evaluators who participate in the PEPE evaluation system will find that the evaluation data collected relies heavily on evidence of performance provided by the central office administrator. Although some instruments and procedures have been retained from the former evaluation system, the central office administrator will be providing information in the form of documents or plans of which he/she has been a primary architect, analysis of surveys provided to various stakeholder groups, school system student data, and other means of documenting applied knowledge and skills that contribute to leadership and improvement in student learning and achievement. Detailed information on the instruments and procedures is provided in later sections of this manual.

The evaluation process is not entirely competency/task specific as in the former evaluation system, since required knowledge and skills found in the Framework cut across competency areas. For example, communication knowledge and skills of various types are found in at least thirteen competencies and related tasks defined throughout the Framework. In the former system, a required skill was defined within one competency area. This change requires measurement of clustered knowledge and skills, rather than competencies and tasks.

Although the 4-point scale has been retained, the central office administrator and the evaluator will find that scoring procedures in the system will be different from those found in the former system. To some extent, the scoring procedures have been simplified since the process generates only 13 scores.

HOW THE CENTRAL OFFICE ADMINISTRATOR EVALUATION SYSTEM WORKS

Introduction

In Alabama’s former central office administrator evaluation system, data were collected for 6 competencies, 20 indicators of performance and 92 definition items. While 5 competencies and 18 tasks comprise the *Framework For Recruitment, Selection, Development, and Evaluation of Alabama Administrators: Central Office Administrators* (see Appendix A), data collection and analysis really focus on 13 areas of required knowledge and skills that cut across the tasks performed by these administrators. Some examples of this crosscutting are in order.

If one reviews the Framework carefully, he/she will find that knowledge and skills in communication appear in all five competencies and in 13 tasks identified within those competencies.

<u>Competency</u>	<u>Task</u>	<u>Communication Knowledge/Skills</u>
A	1. Create an environment of quality	<ul style="list-style-type: none"> • articulates intended changes in ways consistent with values of system • uses variety of interpersonal skills
A	2. Create and implement a vision	<ul style="list-style-type: none"> • possesses and uses oral and written communication skills (speak and write fluently)
A	3. Coordinate school/system planning	<ul style="list-style-type: none"> • communicates assessment data in a compelling manner causing change
A	4. Monitor and evaluate progress	<ul style="list-style-type: none"> • communicates results and plans to all stakeholders
B	1. Develop customer orientation	<ul style="list-style-type: none"> • communicates customer orientation to stakeholders
C	1. Recruit, select, retain quality staff	<ul style="list-style-type: none"> • communicates vision, mission, goals to faculty, staff candidates
C	2. Supervise and evaluate staff	<ul style="list-style-type: none"> • communicates evaluation policies and procedures clearly (both orally and in writing)
C	3. Promote and lead professional development	<ul style="list-style-type: none"> • communicates linkage between evaluation data and professional development activities

<u>Competency</u>	<u>Task</u>	<u>Communication Knowledge/Skills</u>
C	4. Promote teachers and others as leaders	<ul style="list-style-type: none"> • possesses and uses listening and interpersonal skills
D	1. Focus program operations on the work of students	<ul style="list-style-type: none"> • communicates routines, procedures, rules to all stakeholders
D	2. Establish and maintain positive educational climate	<ul style="list-style-type: none"> • communicates high expectations for performance of staff and others
D	5. Manage professional responsibilities	<ul style="list-style-type: none"> • communicates legal requirements, organizational expectations, policies, procedures to customers/stakeholders • establishes effective communication systems among stakeholders • models oral, written, and technological communication skills
E	2. Manage information technology	<ul style="list-style-type: none"> • guides application of technology to communication within the organization and with customers

Furthermore, knowledge of and skills in communication are implied, although not directly stated in almost all of the other tasks.

What one sees in the list of appearances of communication knowledge/skills above is that the effective central office administrator must be able to communicate many types of information in many ways. He/she has to be a communicator who can motivate those connected with the school, moving them to action.

Let's look at one other example of how crosscutting knowledge and skills takes pre-eminence over task designations. This time, let's focus on innovation, an area of knowledge and skills that crosscuts two tasks.

<u>Competency</u>	<u>Task</u>	<u>Innovation Knowledge/Skills</u>
A	5. Provide leadership to program development and implementation	<ul style="list-style-type: none"> • provides innovative information on curriculum/instruction and program
A	6. Create, identify, encourage and adopt innovative ideas	<ul style="list-style-type: none"> • thinks creatively/innovatively and supports those skills in others • identifies opportunities for innovation • stimulates thinking • institutionalizes innovations

While the central office administrator’s knowledge and skills in innovation are required in the completion of Task A5, Task A6 is devoted almost solely to this area of expertise. There are also implications for the existence of innovative thinking and action in other tasks requiring problem solving skills and planning skills.

Following on this page and the next two pages is a chart showing the relationships between knowledge and skills assessed, and competencies (A, B, C, D, E) and tasks (A1, B1, etc.) where the knowledge and skills are required for success. In most cases, the central office administrator will be providing assistance to the superintendent, but the knowledge/skill is still needed to act in this role.

**Alabama PEPE Program
Central Office Administrator Evaluation Design**

<u>Knowledge/Skills</u>	<u>Competency/Task Location</u>
<p>Communication Skills</p> <ul style="list-style-type: none"> • interpersonal skills • oral/written fluency • communication of complex data to multiple audiences • technological communication • communication of vision, mission, goals, objectives, organization policies, procedures, expectations, etc. • listening • establish effective communication systems 	<p>A1, A2, A3, A4, B1, C1, C2, C3, C4, D1, D2, D5, E2</p>
<p>Collaboration Processes and Skills</p> <ul style="list-style-type: none"> • developing collaborations and partnerships • involvement of stakeholders • identification of stakeholders • development of teams • team building • model and teach collaboration skills/processes • collaborative supervision/evaluation 	<p>A1, A2, A3, B2, C1, C2, D2, E1</p>
<p>Assessment/Measurement/Evaluation</p> <ul style="list-style-type: none"> • developing student assessment systems • personnel evaluation • program evaluation • organizational evaluation • benchmarking • gap analysis • needs assessment • monitoring procedures 	<p>A1, A3, A4, A5, B1, C1, C2, C3, D1</p>

<u>Knowledge/Skills</u>	<u>Competency/Task Location</u>
<p>Organizing for Results</p> <ul style="list-style-type: none"> • change processes • quality standards, processes • customer identification and focus • marketing skills • knowledge of alternative organizations • use of symbols, ceremonies, traditions • definition of roles and responsibilities 	A1, A2, A3, B1, E1
<p>Planning</p> <ul style="list-style-type: none"> • development of vision, mission, goals, objectives • curriculum development • forecasting • school improvement planning • strategic planning • personnel planning • professional development planning 	A2, A3, A5, C1, C3, D1, E1
<p>Federal/State/Local Laws and Policies</p> <ul style="list-style-type: none"> • knowledge of laws/policies in multiple areas • policy development • policy implementation 	C1, C2, D2, D3, D5, E1
<p>Problem Solving</p> <ul style="list-style-type: none"> • identify and dismantle barriers • identify and solve problems in multiple areas • conflict resolution and mediation 	A3, A5, B2
<p>Innovation</p> <ul style="list-style-type: none"> • knowledge/dissemination of curricular/instructional innovations • stimulation of creative thinking • encouragement/support of innovation 	A5, A6
<p>Technology Management</p> <ul style="list-style-type: none"> • personal use of technology • applications to school/system management and instruction 	D5, E2

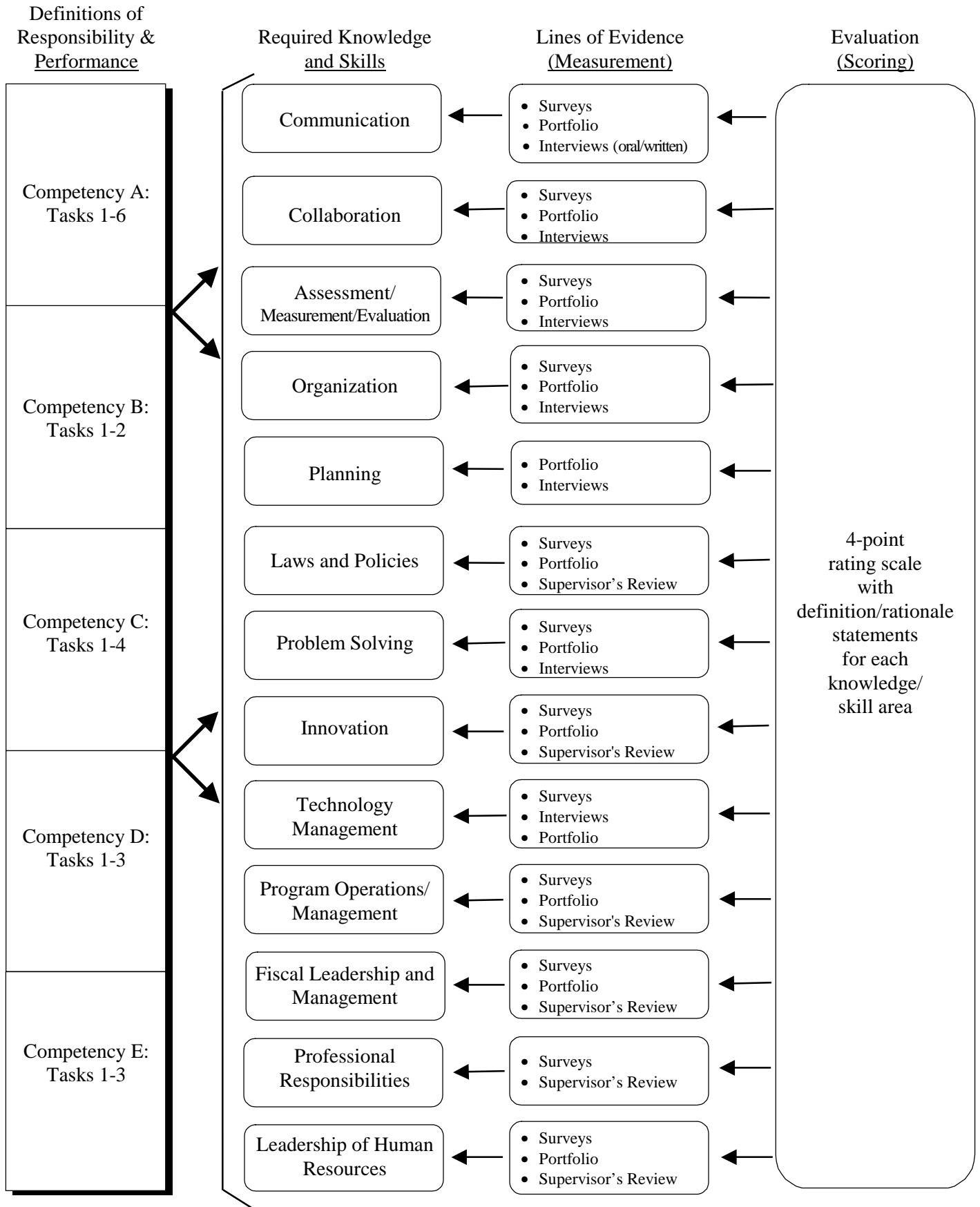
<u>Knowledge/Skills</u>	<u>Competency/Task Location</u>
<p>Program Operations/Management</p> <ul style="list-style-type: none"> • creation of positive climate • creation of safe and secure environment • creation of school/system routines/procedures • protection of instructional/work time 	D1, D2, D3, D4
<p>Fiscal Leadership and Management</p> <ul style="list-style-type: none"> • identify funding sources and seek funding • prepare budgets and fiscal plans (annual, multi-year) • establish regular audits 	B2, E1
<p>Management of Professional Responsibilities</p> <ul style="list-style-type: none"> • model professional behavior (punctuality, task completion, consideration, response to requests, etc.) 	D5
<p>Leadership of Human Resources</p> <ul style="list-style-type: none"> • recruit, select, retain staff • supervise staff • lead and model professional development • serve as instructional coach (capability) • motivate others 	C1, C2, C3, C4

Data Sources in the Evaluation System

The central office administrator evaluation system relies heavily on evidence of performance provided by the central office administrator. This evidence may be responses to surveys that the central office administrator administers to various stakeholder groups, documents or plans of which the central office administrator has been the primary architect, student data (test scores, attendance, graduation rates, dropout data, etc.), videotapes, audiotapes, or other means of documenting applied knowledge and skills that contribute to successful school leadership. On the next few pages are a visual display of the structure of the evaluation system and a listing of the data sources.

The reliance on the central office administrator for providing evidence of performance does not mean that the evaluator never functions as a data collector. The evaluator collects data through interviews and a supervisor's review. These data collection instruments are described in other sections of this manual.

How the Evaluation System Works



**Alabama Central Office Administrator Evaluation System
Knowledge/Skill Area Data Collection Sources**

<u>Knowledge/Skill Area</u>	<u>Data Collection Source</u>
Communication	<ul style="list-style-type: none"> • Surveys • Portfolio • Interviews (oral skills or written skills)
Collaboration	<ul style="list-style-type: none"> • Surveys • Portfolio • Interviews
Assessment/ Measurement/Evaluation	<ul style="list-style-type: none"> • Surveys • Portfolio • Interviews
Organization	<ul style="list-style-type: none"> • Surveys • Portfolio • Interviews
Planning	<ul style="list-style-type: none"> • Portfolio • Interviews
Laws and Policies	<ul style="list-style-type: none"> • Surveys • Portfolio • Supervisor's Review
Problem Solving	<ul style="list-style-type: none"> • Surveys • Portfolio • Interviews
Innovation	<ul style="list-style-type: none"> • Surveys • Portfolio • Supervisor's Review
Technology Management	<ul style="list-style-type: none"> • Surveys • Portfolio • Interviews
Program Operations/Management	<ul style="list-style-type: none"> • Surveys • Portfolio • Supervisor's Review
Fiscal Leadership and Management	<ul style="list-style-type: none"> • Surveys • Portfolio • Supervisor's Review
Professional Responsibilities	<ul style="list-style-type: none"> • Surveys • Supervisor's Review
Leadership of Human Resources	<ul style="list-style-type: none"> • Surveys • Portfolio • Supervisor's Review

Alabama Central Office Administrator Evaluation System Data Collection Instruments and Procedures

Instruments/Procedures

Coverage

- | | |
|--|--|
| <ul style="list-style-type: none"> • Self-Assessment | <p>All 13 knowledge and skill areas</p> |
| <ul style="list-style-type: none"> • Surveys | <ol style="list-style-type: none"> 1. Communication 2. Collaboration 3. Assessment/Evaluation 4. Organization 5. Laws/Policies 6. Problem Solving 7. Innovation 8. Technology Management 9. Program Operations/Management 10. Fiscal Leadership/Management 11. Professional Responsibilities 12. Leadership of Human Resources |
| <ul style="list-style-type: none"> • Structured Interview | <ol style="list-style-type: none"> 1. Communication (oral or written) 2. Collaboration 3. Assessment/Evaluation 4. Organization 5. Planning 6. Problem Solving 7. Technology Management |
| <ul style="list-style-type: none"> • Portfolio (documents, disks, video/audiotapes) | <ol style="list-style-type: none"> 1. Communication 2. Collaboration 3. Assessment/Evaluation 4. Organization 5. Planning 6. Laws/Policies 7. Problem Solving 8. Innovation 9. Technology Management 10. Program Operations/Management 11. Fiscal Leadership/Management 12. Leadership of Human Resources |
| <ul style="list-style-type: none"> • Supervisor's Review Form | <ol style="list-style-type: none"> 1. Professional Responsibilities 2. Fiscal Leadership/Management 3. Laws/Policies 4. Innovation 5. Program Operations/Management 6. Leadership of Human Resources |

Scoring Overview

In the evaluation system there are separate scores for 13 areas of demonstrated knowledge and skills: communication, collaboration, assessment/evaluation, organization, planning, laws and policies, problem solving, innovation, technology management, program operations/management, fiscal leadership/management, management of professional responsibilities, and leadership of human resources. Scoring procedures are described in more detail in a later section of this manual.

Rating Scale

The 4-point rating scale used in the former evaluation system has been retained along with the general descriptions of each scale level:

4 - Demonstrates Excellence

Indicates the central office administrator does an outstanding job in this position requirement. No area for improvement is readily identifiable.

3 - Area of Strength

Indicates the central office administrator always meets and sometimes exceeds expectations for performance in this position requirement. Knowledge, skills, and performance can be improved, but current practices are clearly acceptable.

2 - Needs Improvement

Indicates the central office administrator's knowledge, skills, and performance need improvement in this position requirement. Improvement activities are required for performance to meet standards.

1 - Unsatisfactory

Indicates the central office administrator's knowledge, skills, and performance in this position requirement are not acceptable. Improvement activities must be undertaken immediately.

It will be impossible for an evaluator to develop a valid score for any of the 13 knowledge/skill areas without adhering to score rationales provided for each scale level in each knowledge/skill area as well as the general definitions for a "4", "3", "2" and "1". The knowledge and skill to be demonstrated by a central office administrator to earn a "4" (Demonstrates Excellence) in communication is quite different from the knowledge and skill needed to earn a "4" in technology management. Score rationales and the procedures for using them will be described in a later section of this manual.

Uses of Standards

Based on data from the field test of the central office administrator evaluation system, standards for acceptable central office administrator performance were set. These standards can be used by LEAs for the purposes of continuing employment, promotion and/or salary adjustment, if they choose to do so.

A panel of educators will periodically review the PEPE educator performance standards and, if applicable, recommend to the State Superintendent any changes in the standards that appear to be warranted.

Variations In Expectations of First, Second and Third Year Central Office Administrators

The evaluation system considers the central office administrator's years of experience in the school system in data collection and evaluation of performance. To put it simply, what can be expected of a central office administrator new to a school system (first year) is quite different from the expectations for a central office administrator in his/her third year of an assignment.

The primary focus of Alabama public schools is the continuous improvement of student learning and student test scores. That is also the primary focus of the work of the central office administrator as described in the Framework. Therefore, data collection and evaluation in the context of that framework must ultimately focus on results (improved learning and test scores) and the activities of administrators that contribute to those results. A central office administrator (either a new or experienced central office administrator) entering a school system for the first time cannot be expected to help bring about dramatic changes in test scores or supporting programs and practices in one year's time. Steady progress should be evidenced by the third year. However, evidence of this progress will not be present unless the central office administrator helps in extensive data gathering and analysis, or in establishing and extending sound practices (communication, collaboration, problem solving, et al.) in year one. This evaluation system is built on those premises, so years one, two, and three differ in their focus on processes and results and in the content of data collected.

In the former central office administrator evaluation system, a school system could elect to "fully" evaluate tenured central office administrators every three years with the years between full evaluations devoted to accomplishment of objectives and activities. That option has been retained in the current system whereby each full evaluation will conclude with the formulation of a Professional Development Plan (PDP) and each ensuing year will have a new plan or a revised plan. This plan can guide the activities related to the evaluation of the central office administrator for as much as two years (one year in the case of the non-tenured administrator who must be evaluated annually). A central office administrator's PDP (its completion and its results) then becomes a factor in his/her next evaluation.

STEPS IN CONDUCTING THE EVALUATION PROCESS

There are thirteen (13) steps in the central office administrator evaluation process. Each of these steps is explained below, and a suggested timeline is provided for each step. However, the evaluation must be completed by May 30 of the school year.

Step 1: Orientation

(By October 30)

All central office administrators to be evaluated should receive an evaluation manual and participate in an orientation session around the evaluation process and requirements.

Step 2: Self-Assessment

(By November 15)

An optional self-assessment form has been included in the instrumentation. This form is completed by the central office administrator as a self-appraisal of knowledge and skills and performance. The form is not part of the evaluation process and will not be used in determining scores. It is the property of the central office administrator completing it. He/she is not required to share the results with anyone or to submit the form for review by the evaluator(s) or any other representative of the LEA. If the central office administrator chooses to reveal scores to the evaluator(s) for the process of formulating a Professional Development Plan, he/she may do so. The Self-Assessment should be completed before the formal evaluation process begins.

Step 3: Distribution of Surveys

(By February 1)

The central office administrator will distribute surveys to administrators/school principals and staff (staff may include school system faculty). Detailed explanation of this process is provided in the section on surveys. The surveys have been developed and provided by the State Department of Education to match expectations of central office administrator performance in 12 of the 13 knowledge/skill areas. The surveys should be distributed by February 1 to allow time for their return and time for the central office administrator to analyze the data and offer reflections on the results as part of his/her evaluation package. The surveys should be returned no later than March 1.

Step 4: Preparation of Central Office Administrator Portfolio

(By March 15)

The central office administrator is responsible for developing lines of evidence (more than one piece of evidence) to demonstrate the level of one's knowledge/skills in 12 of the 13 areas being assessed. More information is provided in the section of the manual entitled, Central Office Administrator Portfolio.

In most cases, a central office administrator should not have to (and is not encouraged to) create materials for the evaluation process. It will be a matter of selecting evidential material from the abundance of material generated by the central office administrator in carrying out daily activities and working to improve the school system and its schools. Although the portfolio is to be submitted by March 30 to the evaluator, the central office administrator should begin selecting/preparing lines of evidence (portfolio entries) immediately after his/her orientation.

Step 5: Supervisor's Review Form

(By March 30)

There are a few areas of central office administrator knowledge and skill (e.g., ability to carry out professional responsibilities) in which the superintendent is an important source of data. In those areas, the superintendent's experiences with the central office administrator are recorded on the Supervisor's Review Form and reviewed at the end of the data collection process together with other relevant data. The superintendent should complete this form and enter it into the central office administrator's file no later than by March 30 before the portfolio submitted by the central office administrator is analyzed.

Step 6: Preparation of Survey Data

(By March 30)

After the central office administrator distributes and collects the surveys, he/she then analyzes and interprets the data and offers reflections on the results. The survey report providing an interpretation of the response data should be submitted to the evaluator by March 30. (Detailed explanation of this process is provided in the section on surveys.)

Step 7: Central Office Administrator's Submission of Portfolio

(By March 30)

As indicated in previous comments, the central office administrator will submit his/her portfolio to the evaluator by March 30. A deadline is important because the evaluation process cannot be concluded until the evaluator has had time to carefully review the work submitted.

Step 8: Interview Session (Part A)

(By April 15)

The interview has two parts: Part A and Part B. Part A is a structured interview containing several questions to be commonly asked of all central office administrators. Part B is a clarifying interview and is addressed in Step 10. The structured interview can be either oral or written. An oral interview session, where the evaluator asks the questions and records (scripts) the central office administrator's answers, can be scheduled anytime during the second semester, but the interview must be completed by April 15. If the central office administrator chooses to provide written responses to the structured interview, these responses must be submitted by April 15. If written responses are submitted, a clarifying interview (Part B) must be conducted.

The structured interview data are considered as yet another line of evidence of central office administrator knowledge/skill in 7 of the 13 areas being evaluated. They will be considered together with other available data when developing scores at the end of the process.

Step 9: Evaluator Review of Portfolio

(By April 15)

The evaluator should conduct a review of the portfolio to determine if he/she has any questions about its contents. The questions developed from this review, if any, are intended to clarify any of the materials submitted and should be asked in the clarifying part of the interview (see Step 10). Thus, the timely completion of the next step in the process must be considered in the schedule an evaluator sets for reviewing portfolios.

Step 10: Interview Session (Part B)

(By May 1)

Part B of this session is devoted to probing questions that the evaluator asks to bring clarification and understanding to his/her analysis of the central office administrator's portfolio entries or the written interview, if that option was selected. In other words, questions asked in this part of the session will differ from central office administrator to central office administrator. Evaluators will make notes as central office administrators respond to assist them in the final review of the lines of evidence provided by central office administrators.

Note: If a central office administrator submits a written interview, the clarifying interview session must be held to promote dialogue about and understanding of the central office administrator's presentations in a written interview. Questions about portfolio contents are optional. In many situations they may not be needed.

Step 11: Scoring the Lines of Evidence

(By May 15)

The evaluator will score each of the 13 knowledge/skill areas based on the lines of evidence gathered through the central office administrator's portfolio, the survey report, the interview, and supervisor's review. The evaluator uses the score level descriptions (rationales) provided for each area. More detail can be found in the scoring section of this manual.

Step 12: Evaluation Summary Conference

(By May 30)

Once the evaluator has developed the final set of scores, an Evaluation Summary Conference is to be held. The purposes of the conference are to a) share the evaluation results with the central office administrator, b) solicit the administrator's insights and comments, and c) prepare with him/her a Professional Development Plan. This conference should be held by May 30.

Step 13: Submission of Evaluation Summary Reports

(By June 5)

Evaluation reports should be completed by June 5. The file containing evaluation materials, results, and recommendations should be handled according to local school system policies and procedures. The PEPE coordinator will also submit scores from or a copy of the Evaluation Summary Report to the State Department of Education immediately following the Evaluation Summary Conference. In some cases, the State Department of Education may request that copies of all materials, including the portfolio, be submitted as part of the review of the evaluation process

SELF-ASSESSMENT

Introduction

For the central office administrator evaluation system, an optional self-assessment form has been included in the instrumentation. The central office administrator completes this form for personal assessment of the various knowledge and skill areas.

The Purpose

Prior to the start of the evaluation cycle, the central office administrator may opt to complete a self-evaluation. The central office administrator uses information from this process to:

- 1) identify areas that need improvement,
- 2) compare the central office administrator's perceptions of performance with the results of an evaluation conducted by a superior, and
- 3) determine areas for professional growth activities to be included in a professional development plan.

The results from the self-assessment are designed to be used only by the central office administrator. It is the central office administrator's option whether to share the results of the self-assessment during the Evaluation Summary Conference. This sharing process should take place after the formal evaluation is complete. Self-assessment results are not considered in deriving scores or ratings for the formal evaluation process.

The Process

Each self-assessment form contains space for scores in each knowledge/skill area. The form also identifies the specific knowledge and skills that characterize that area. The central office administrator should review each area, examining the specific knowledge and skills. Then, taking the specific knowledge and skills for that area as a whole, ratings should be assigned for each area using the rating scale previously described on page 13. To better understand the expectations of a central office administrator, one should become familiar with the *Framework for Recruitment, Selection, Development, and Assessment of Alabama School Administrators: Central Office Administrators* before rating each of the thirteen knowledge and skill areas.

When considering the specific knowledge and skill requirements for each area, the central office administrator may want to make notes about perceived strengths or weaknesses within the list. These notes can be very useful in formulating a Professional Development Plan.

Once the central office administrator has assigned scores for each of the knowledge and skill areas, he/she should examine the results and assess individual strengths and areas for improvement. The areas for improvement should be identified as measurable objectives, with proposed activities and assessment methods, for inclusion in a personal, professional development plan. The self-assessment form can be found in Appendix B of this manual.

INTERVIEWS

Overview

The Interview has two parts: Part A and Part B. Part A is a structured interview containing several questions to be commonly asked of all central office administrators. The structured interview gathers assessment information that is generally not available through other sources. These data are considered as yet another line of evidence of central office administrator knowledge and skills. The interview data will be considered together with other available data in developing scores at the end of the evaluation process.

The structured interview can be either oral or written. An oral interview is a discussion between the evaluator and the central office administrator where the evaluator asks the questions and records (scripts) the central office administrator's responses. The written interview consists of the central office administrator's preparation of written responses to the question sets followed by a brief conference between the evaluator and the central office administrator. The selection of the oral or written option should be made by agreement of the central office administrator and evaluator.

Part B of the interview is devoted to probing questions that the evaluator asks to bring clarification and understanding to his/her analysis of the central office administrator's portfolio entries and/or the written interview, if that option was selected. In other words, questions asked in this part of the interview session will differ from central office administrator to central office administrator. Evaluators will make notes as the central office administrator responds to assist them in the final review of the lines of evidence.

The Structured Interview: Oral Option

The oral structured interview is a discussion between the central office administrator and the superintendent (or immediate supervisor) about particular areas of the central office administrator's knowledge, skills, and performance. The central office administrator is not expected to conduct a monologue after a question has been asked, nor should the central office administrator read pre-written statements. The evaluator has the responsibility of probing for more in-depth information throughout the discussion. Although it is not required, the central office administrator may bring illustrative supporting materials to this structured interview. The supporting materials a central office administrator brings to the structured interview are to aid in clarifying or exemplifying certain points, and to assist the evaluator in probing or follow-up questions.

The evaluator will allow approximately eight to ten minutes for responses to each question set. The structured interview may be held in one sitting or may be spread over several sessions.

Each structured interview question set covers one knowledge and skill area. The question sets emphasize why the central office administrator does something or how a central office administrator makes decisions for determining what to do. The evaluator also seeks to find out what the central office administrator does to implement decisions, plans, or policies.

The areas of knowledge, skill, and performance addressed in the structured interview are:

- communication
- collaboration processes and skills
- assessment/measurement/evaluation
- organizing for results
- planning
- problem solving
- technology management

With the exception of knowledge and skill in communication, one question set is devoted to each of these broad areas. The questions and their targets (knowledge/skills/performance areas) are:

Question Set 1: *Collaboration Processes and Skills*

How do you build collaborative relationships? How do you involve administrators, teachers, staff and others in decisions and processes in areas of your responsibility? You may wish to discuss how you use these groups in developing and implementing vision, mission, goals, objectives, and programs.

Question Set 2: *Assessment/Measurement/Evaluation*

How do you determine the progress and success of programs/services for which you are responsible? How do you use the data collected, including, but not limited to, student test/assessment data, teacher/staff evaluation data, and data from program/services evaluations in your area of responsibility?

Question Set 3: *Organizing for Results*

How do you organize programs and services for which you are responsible to support student learning, the primary mission of the school system? How do you organize to accomplish the goals and objectives that have been established for your programs/services? In your response, please discuss how you assessed the need, or lack thereof, for organizational change and when and how you have brought about needed changes.

Question Set 4: *Planning*

How do you lead planning in areas of your responsibility? What planning processes do you regularly use and who do you involve? For example, how do you plan for improving curriculum and instruction within the school system, if that is an area of your responsibility?

Question Set 5: *Problem Solving*

How do you go about removing obstacles or barriers to the educational process in the school system and in the programs and services under your supervision? Please describe how you work with staff to identify and solve problems and meet various challenges in your areas of responsibility.

Question Set 6: *Technology Management*

How do you use technology in your areas of responsibility? How do you encourage and support technology utilization in the school system? How do you use it in your own development as an administrator?

The Structured Interview: Written Option

The written option for the interview is much like the oral interview except that the central office administrator provides a written response to each question set. Then a brief conference is scheduled during the clarifying interview so that the evaluator may seek further clarification or probe for additional information. Knowledge and skill areas assessed through the written interview option are the same as those assessed in the oral interview.

The written responses to the interview are due at a time agreed upon by the central office administrator and the evaluator but the responses should be submitted to the evaluator no later than April 15. Written responses to all question sets are due at the same time. However, the central office administrator may write his/her responses over a period of time. The central office administrator should use the Interview Scripting Form (or other 8 ½ by 11 paper with identifying information) for recording his/her responses. It is expected that more than one page will be needed for each question set. Written responses should fully answer each question, but quantity is not the criterion for a strong contribution to the lines of evidence when each knowledge/skill area is scored. The central office administrator should keep the answers as concise as possible.

The central office administrator may, but is not required to, provide additional illustrative materials. Any materials appended to the written responses should help to enhance the written responses. The materials should not be a duplication of portfolio entries nor should they be as extensive. They should provide examples of the practices and procedures being described.

Clarifying Interview

After the structured interview is complete and the portfolio has been submitted, the evaluator will schedule a conference for the purpose of conducting a clarifying interview. This discussion will probably require no more than 20-30 minutes. The purpose of the interview is to allow the evaluator to ask clarifying and probing questions about a) the portfolio submitted by the central office administrator, and b) the written interview responses, if that interview option has been chosen.

Questions in this interview session will differ from central office administrator to central office administrator. The evaluator will develop the key questions to be asked before going to the interview session. The central office administrator's responses to these questions will be recorded either through notes or scripting. The information provided by the central office administrator will be added to the other data already collected, and it will be used in developing final scores.

If the written interview option is chosen, there will always be a brief, clarifying interview around those responses. If the written interview option is not chosen, the clarifying interview is optional, i.e., it is held only if the evaluator feels that he/she needs more information about portfolio contents.

Scoring

The interview itself is not scored. The central office administrator's responses as scripted by the evaluator, or as provided in written form by the central office administrator, are added to the other evidence provided through other sources (portfolio, survey data, etc.) for the knowledge/skill areas covered in the interviews. The entire body of evidence for a particular area of knowledge/skill is analyzed and a single score awarded for each area.

Banking Interview Question Sets

A central office administrator on annual evaluation may score high enough in a knowledge/skill area that the evaluator believes the administrator's interview response won't change markedly in one year. For central office administrators who undergo annual, full evaluation, if knowledge/skill areas during the preceding year's evaluation received scores of "3" or higher, the questions pertinent to that knowledge/skill area do not have to be addressed again in the subsequent year of the administrator's annual evaluation unless he/she or the evaluator decides it is important to do so. For question sets not repeated in this second year, the responses from the first year can be brought over or "banked" during the second year of annual evaluation. These responses from the previous year will be used as the current year's responses. Responses can be banked for only one year. That is, the same responses are not to be used for more than two years in a row.

Using the Interview for Evidence of Oral or Written Communication

When interviewing central office administrators or reading their responses, evaluators will focus on the oral or written communication skills of the central office administrators as well as the content of their responses. Notes or direct quotations from the oral interview sessions or responses by the central office administrator in the written interview will be used in determining the central office administrator's knowledge/skill performance in grammar, organization, fluidity, sentence structure, and other elements of vocal/written expression.

Scripting Forms

Appendix B contain forms used for recording the central office administrator's responses to the interview questions. There is one form for each of the knowledge/skill areas covered by the interview. (Additional pages may be attached to the forms, if needed.) Other forms are provided for the evaluator to use in summarizing, writing notes, and recording direct quotes pertinent to the area of communication and for scripting the clarifying interview.

SUPERVISOR'S REVIEW FORM

A Supervisor's Review Form (SRF) is included as part of the central office administrator evaluation system. The SRF provides information about a central office administrator's job performance in areas where a supervisor has objective, experiential information. The Supervisor's Review Form can be found in Appendix B of this manual.

The areas of knowledge, skill, and performance addressed in the supervisor's review are:

- federal/state/local laws and policies
- innovation
- program operations/management
- fiscal leadership and management
- professional responsibilities
- leadership of human resources

The central office administrator's immediate supervisor, usually the superintendent, will complete the SRF. The knowledge/skill areas on the SRF are areas in which an immediate supervisor should have first-hand knowledge of the central office administrator's performance. If there are areas in which the supervisor believes that more information is needed and that he/she does not have that information, there are two options:

1. The supervisor can ask the central office administrator about this area during the structured interview. (If this option is chosen, the central office administrator will be informed prior to the interview so that he/she can prepare.)
2. The supervisor can go to the person who has the information (e.g., another administrator who has responsibility for the central office administrator's activities in an area of the SRF).

Determining Results

The responses to areas in the Supervisor's Review Form are not scored. Rather, the information is added to the evidence provided through other data sources. The entire body of evidence for a particular area of knowledge and skills is analyzed and a single score is awarded for each area.

SURVEYS

Overview

The central office administrator will distribute surveys to school system administrators/principals and staff, collect the responses, analyze the data, and offer reflections on the results as part of his/her lines of evidence. The central office administrator may include faculty as members of the staff if he/she so chooses. The surveys have been developed to match expectations of central office administrators in the following 12 of 13 knowledge and skill areas:

- communication
- collaboration
- assessment/measurement/evaluation
- organization
- laws and policies
- problem solving
- innovation
- technology management
- program operations/management
- fiscal leadership and management
- professional responsibilities
- leadership of human resources

The surveys are contained in Appendix C of this manual.

The surveys should be administered by February 1 to allow ample time for distributing them, returning the responses, and analyzing the responses. It is expected that respondents will need at most 15-20 minutes to complete any survey. The respondents are instructed to base their responses on their own knowledge of the central office administrator and not on hearsay information. The responses to the questions are to be anonymous. Survey results and analyses are to be submitted to the evaluator by March 30.

Administration of Survey

The central office administrator is to ensure that an appropriate cross-section of respondents is asked to complete surveys. In general, a random sample of respondents will meet this criterion.

Although the number of respondents will be dependent upon the size of the respondent group, the survey is administered to at least 20 randomly selected administrators/principals and staff. If the number of respondent type is fewer than 20 in the system, the survey is administered to all administrators/principals and staff in the school system. The purpose of the survey should be communicated to the respondent group, as well as the possibility of an individual's selection for survey response. Responses to survey items are to be based upon the respondent's personal

knowledge rather than second-hand information. The central office administrator is not to discuss survey questions with the respondent. The central office administrator may include faculty as part of the staff, especially if he/she works with faculty as part of his/her responsibilities (e.g., supervisor of instruction).

Although randomly selected respondents will be known by the central office administrator, surveys are to be returned anonymously. The central office administrator should allow ample time (usually about two weeks) before initiating follow-up action on surveys. The central office administrator will decide the most appropriate ways to duplicate, distribute and collect surveys.

Survey Analysis

The central office administrator is responsible for compiling and analyzing the responses from the surveys. This process serves two purposes: 1) information gleaned from the surveys will be evaluated with other lines of evidence, and 2) the procedures and methodologies used by the central office administrator in collecting and analyzing data will in itself become information for the evaluator to use in assessing the central office administrator in the knowledge and skill area of assessment/measurement/evaluation.

After the surveys have been returned, the central office administrator will compile and analyze the responses. The administrator will then provide a report for inclusion in his/her evaluation package. The central office administrator may use appropriate staff members, software packages, or scanners to assist in the compilation and general reporting of the data. The State Department of Education has a survey response entry and analysis program on its web site that central office administrators can download and use in compiling and reporting survey results.

The central office administrator will choose the method for analyzing, interpreting, and summarizing the data, but the resulting report must include the following:

- Number of respondents by subgroup (e.g., administrators, principals, faculty)
- Percent of return.
- Any problems with the data and how they were addressed in the analysis (e.g., how outliers were handled, disproportionate return rate).
- Data tables that show at least the following: distribution of responses for each question, means for each question, and distribution and means for each knowledge/skill area.
- Interpretation (including similarities/differences within knowledge/skill areas, possible reasons for result).
- Conclusions, including what the central office administrator believes he/she should do with/about the survey results.

Since the survey contains several items related to the knowledge/skill areas being addressed, the central office administrator is provided charts of questions and knowledge/skill relationships to be used in analyzing and interpreting results. These charts are on the next two pages.

Survey Constructs

<u>Knowledge/Skill</u>	<u>Administrators, Principals, Staff</u>
Communication	Q 1, 12, 15, 22
Collaboration	Q 2, 21, 31
Assessment	Q 4, 5, 19, 29, 34
Organization	Q 11, 13, 17, 23, 25
Planning	---
Laws and Policies	Q 6, 16
Problem Solving	Q 3, 7
Innovation	Q 8, 24
Technology Mgt	Q 27, 33
Program Operations/ Management	Q 9, 18, 30, 35
Fiscal Leadership	Q 14, 26
Professional Responsibilities	Q 20, 28
Human Resources	Q 10, 32

Survey Constructs

Administrators/ Principals and Staff	
Question #	Knowledge/Skill
1	Communication
2	Collaboration
3	Problem Solving
4	Assessment
5	Assessment
6	Laws and Policies
7	Problem Solving
8	Innovation
9	Program Operations/Management
10	Human Resources
11	Organization
12	Communication
13	Organization
14	Fiscal Leadership
15	Communication
16	Laws and Policies
17	Organization
18	Program Operations/Management
19	Assessment
20	Prof. Responsibility
21	Collaboration
22	Communication
23	Organization
24	Innovation
25	Organization
26	Fiscal Leadership
27	Technology Management
28	Professional Responsibility
29	Assessment
30	Program Operations/Management
31	Collaboration
32	Human Resources
33	Technology Management
34	Assessment
35	Program Operations/Management

CENTRAL OFFICE ADMINISTRATOR PORTFOLIO

As has already been described, the central office administrator being evaluated is responsible for providing some evidence of his/her knowledge and skills in many of the areas to be evaluated – 12 of 13 areas to be exact. In each of these areas, a line of evidence; i.e., more than one piece of evidence, is required. However, the evidence should be “real” artifacts of the ongoing activities of the administrator – not “artificial” materials produced for the evaluation. Generally, the evidence will be in one or more of four forms: documents (printed materials), computer disks, videotapes, or audiotapes.

The totality of the evidential material (lines of evidence for all knowledge/skill areas, except professional responsibilities) submitted by the central office administrator will constitute his/her evaluation portfolio. There is no specific form of packaging required for the portfolio (e.g., three-ring binder, file folder, box). However, there are organizational requirements:

The portfolio and portfolio entries must be easily identifiable – name of administrator, date (year, month, day) submitted.

- There must be a table of contents.
- Entries must be organized by knowledge/skill area.
- Every entry must be accompanied by a completed Portfolio Entry Form (see Appendix B).

When an entry is used as evidence of knowledge, skills, and performance in more than one area, it should be placed with other materials in the first applicable area that the evaluator will encounter in his/her review. In subsequent areas where the entry is to be considered, a Portfolio Entry Form identifying the entry, its location and the relevancy of the entry for the additional area should be provided. There is no need to provide another copy of the entry itself.

Types of Evidence

The evidence should not be what one is going to do, but what one has done. Thus, the administrator is not to create documents, but should present existing materials or evidence. As previously suggested, much of the evidence presented will probably be in document (print) form. However, computer disks, videotapes, or audiotapes would be appropriate presentation forms for certain portfolio entries. Following are some examples of evidential material that might be submitted. Please note that these lists are not meant to dictate the type or quality of evidence to be provided. The list suggests probable existing evidence readily available for portfolio inclusion.

Documents

Evidence of program/services planning efforts, e.g., completed plans
Personnel evaluation file (where applicable)
Student standardized test results (multiple years summarized and interpreted where applicable)
Program/unit budget and expenditure report
Letters to central office administrator
Letters/memos from central office administrator
Newspaper articles
Program/Services brochures
Press releases
Handbooks
Reports to superintendent or Board
Grant proposals
Descriptions of projects, innovations
Lists of active participants/partners in projects or initiatives
Memoranda

Video tapes/Audio tapes

Teacher or staff meetings
Parent or community meetings
Media coverage of program or event
Conferences not requiring confidentiality
Employee orientation sessions
Planning groups

Computer Disks

Student data (synthesized and analyzed– where applicable)
Personnel evaluation files (where applicable)
Other data files and reports
Budget and expenditure report

Note: Remember that no entry is self-explanatory. The entry form must clearly explain the relevance of the whole, or specific parts, of the entry as evidence of the administrator's knowledge and skills.

The Portfolio Entry Form

As previously stated, each portfolio entry (document, videotape, disk, etc.) must be accompanied by a completed Portfolio Entry Form (see next page and Appendix B). This important form informs the evaluator when artifacts are used in multiple areas. The relevancy section of the form (Item 6) is also important to the value and interpretation of the artifacts.

CENTRAL OFFICE ADMINISTRATOR PORTFOLIO ENTRY FORM

Note: Complete an entry form for each portfolio entry or reference to an entry and place the forms in the appropriate knowledge/skill section of your portfolio.

- 1. Central Office Administrator:**
- 2. Date of Submission:**
- 3. Description** (*e.g., Program Improvement Plan, letter from parent, newspaper article, video tape*):
- 4. Explanation of Content** (*What is the content of the entry and who were the intended audiences?*):
- 5. In Section A, check all the knowledge/skill areas for which this entry is being submitted. In Section B, indicate where in the portfolio the entry (material) is located.**

A. <u>Knowledge/Skill Areas</u>		B. <u>Section Where Entry Material is Located</u>	
<input type="checkbox"/> Communication	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Communication	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Collaboration	<input type="checkbox"/> Innovation	<input type="checkbox"/> Collaboration	<input type="checkbox"/> Innovation
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Technology Management	<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Technology Management
<input type="checkbox"/> Organizing for Results	<input type="checkbox"/> Program Operations/Mgt.	<input type="checkbox"/> Organizing for Results	<input type="checkbox"/> Program Operations/Mgt.
<input type="checkbox"/> Planning	<input type="checkbox"/> Fiscal Leadership/Mgt.	<input type="checkbox"/> Planning	<input type="checkbox"/> Fiscal Leadership/Mgt.
<input type="checkbox"/> Laws and Policies	<input type="checkbox"/> Ldrship Human Resources	<input type="checkbox"/> Laws and Policies	<input type="checkbox"/> Ldrship Human Resources

- 6. Relevancy to Knowledge/Skill Area:**
 - a. Specific knowledge/skill area addressed on this entry form:
 - b. State how the content of the entry relates to the knowledge/skill area indicated in 6a. State why the entry is valuable evidence of your knowledge/skills/performance in this knowledge/skill area. (*Note: you should provide evidence of your knowledge/skills/activities, not those of others in your school system*) **Please be specific:** (*attach additional page, if needed*)

This form serves four purposes:

1. It identifies the entry by title or some designation, which can be used for future reference by both the evaluator and administrator.
2. It briefly explains what the entry is about and specifies the intended audience(s).
3. It identifies the knowledge/skill area(s) for which the administrator wants it used.
4. It provides the evaluator with the administrator's thoughts about the entry's contributions to each of the areas (separate form in each area) in which it is to be considered.

When an entry is to be used in evaluation of knowledge, skills, and performance in two or more areas (maximum of three areas), the administrator should provide a Portfolio Entry Form for the entry with the materials submitted in each area. The entry form is self-explanatory. However, the importance of the items should be highlighted because they have great influence on the evaluation of portfolio contents and, ultimately, the administrator's scores:

Item 3. Description - This description should be concise but complete. For example, if the entry is a program improvement plan, but only a certain section(s) is to be reviewed as evidence in a knowledge/skill area, the section(s) should be identified here.

Item 4. Explanation of Content - This section asks for explanation of the specific item to be reviewed and for identification of the audience(s) for whom this material was created or those who took part in its creation. The evaluator should know exactly what he/she is reviewing and who, besides the administrator, would see or experience it.

Item 5: Knowledge and Skill Area/Location of Entry – The information provided allows one to track the artifact in regard to its location and uses in the portfolio.

Item 6. Relevancy to Knowledge/Skill Area – In 6a, the administrator is to identify the specific knowledge/skill area addressed. For example, if this form covers the use of an entry/artifact for collaboration, then collaboration should be identified as the area addressed. If the artifact is used again as evidence in another knowledge/skill area, the particular knowledge/skill area will be identified in 6a on the additional form.

Item 6b is very critical. In this section the administrator must explain why a particular entry or portion of an entry demonstrates his/her knowledge and skill in the area. For example, the central office administrator may begin his/her explanation by stating, "This entry demonstrates my knowledge/skill in Collaboration because ...". One should provide details on how this entry is relevant to the knowledge/skill area. Furthermore, it is important that the evidence presented is directly linked to administrator involvement, i.e., evidence should not be developed by others without the administrator's leadership and active involvement.

How Much Evidence Is Required

Evaluators are interested in the quality of evidence provided, not the quantity of evidence. It is important that the amount of evidence provided be consistent from each central office administrator. Therefore, requirements for the amount of evidence to be provided in each of the

12 areas requiring administrator produced evidence are as follows:

- Communication 3 pieces of written communication
- Collaboration 3 artifacts (documents, tapes, etc.)
- Assessment/Evaluation 1 personnel evaluation file (where applicable)
1 document/disk synthesizing and presenting student achievement results (where appropriate)
1 document directly related to program evaluation* (two or three where categories above are not applicable)
- Organizing for Results 2 documents/artifacts representing marketing knowledge/skills, customer focus and/or change efforts
- Planning Program Improvement Plan (most recent) or evidence of planning for program/services improvement
1 other artifact/document
- Laws and Policies 2 artifacts/documents
- Problem Solving 2 artifacts/documents
- Innovation 2 artifacts/documents
- Technology Management 2 artifacts/documents
- Program Operations/Management 2 artifacts/documents
- Fiscal Leadership and Management 2 artifacts/documents
- Leadership of Human Resources 2 artifacts/documents
1 PDP (central office administrators with 2 or more years in school system)

Although the numerical count of the required documents listed is 28, a portfolio could feasibly contain only 12-15 entries. With careful selection a single document can be evidence of knowledge and skill in more than one area.

A single artifact/document can be used as evidence for no more than three areas. Example: The Program Improvement Plan serves as evidence in the area of planning. Based on its contents and the process for developing it, the plan might also serve as evidence of collaboration. Good program improvement plans may contain student data analyses and interpretation (the area of assessment and evaluation). If the administrator writes most of the plan, it could be evidence of written communication skills. It behooves the administrator to decide which three allowable knowledge/skill areas would best be represented by the Program Improvement Plan or any other piece of evidence material.

Guidelines For Developing Portfolio Entries

On the following pages are guidelines for developing portfolio entries in each of the 12 areas. The guidelines also contain suggestions to help the administrator determine the applicability of an entry to additional knowledge/skills/performance areas.

Note: Administrators should study the Score Level Rationales found in the scoring section of the manual. They describe what the evaluator seeks when he/she analyzes the portfolio entries for each knowledge/skill area.

Ground Rule: An artifact/document may be used as evidence of knowledge and skill in more than one area, but no more than three.

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

COMMUNICATION SKILLS

To assist an evaluator in evaluating skills in written communication, central office administrators should provide three samples of written communication personally composed by them to others (board, administrators, teachers, parents, students, community representatives, others). Administrators may choose the documents to submit using the following specifications:

- The communications may be to a group or to individuals.
- The communications may be lengthy (e.g., a report) or a brief (e.g., a letter or memorandum of several paragraphs). Be sure that they sufficiently demonstrate written communication skills.
- One sample must represent an attempt to communicate complex data or information (e.g., student test results) such that the information is understandable to the intended audience(s).
- Samples should be valid; i.e., written communications that were actually sent/distributed over the past year.

Note: Administrators may want to select samples that also provide evidence of knowledge/skill/performance in other areas (e.g., collaboration, planning, assessment/evaluation, innovation).

Expectations

- All central office administrators
- one sample representing an attempt to communicate complex data or information

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

COLLABORATION

To assist an evaluator in evaluating skills and performance in collaboration, central office administrators should provide three artifacts (documents, videotapes, audiotapes, computer disks) that show “who and how” he/she has established collaboration with stakeholder groups and/or individuals (other administrators, parents, community leaders, business, service agencies). These artifacts should clearly illustrate:

- Those involved in the attempted collaboration (groups, individuals).
- The focus of the collaboration (e.g., work-based learning experiences for students, program/services planning, evaluation of programs).
- The involvement of the collaborators.

These artifacts may be documents, videotapes or audiotapes of meetings or assemblies of people, e-mail messages, etc. The administrator must have played a major role in what is presented. If an administrator has served three or more years in his/her position, some of the evidence should demonstrate that collaborations have been formed and have produced some results.

Note: Administrators may want to select artifacts that also provide evidence of knowledge/skills/performance in other areas (e.g., communication, organizing for results, planning, problem solving).

Expectations

3rd year administrator

- Collaborations should have produced results
- What are the results?

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

ASSESSMENT/EVALUATION

To assist an evaluator in evaluating knowledge, skills, and performance in assessment and evaluation, central office administrators should provide the following portfolio entries:

- If responsibilities include personnel evaluation, one completed personnel evaluation file (all forms and instruments including copies of the PDP). The administrator must have been the evaluator of this individual. The central office administrator's name and social security number should be removed from the evaluation forms. (The next page provides a guide for analyzing personnel evaluation files.)
- One document directly related to program/services evaluation, or some phase/process of evaluation that the administrator has led or is leading. The document should reveal the administrator's knowledge and skills in evaluation of programs or services.
- One document or artifact of the central office administrator's choosing that provides evidence of his/her knowledge and skill in student assessment or program evaluation or in interpretation and use of data from these efforts.

Note: Administrators may want to select documents that also provide evidence of knowledge/skills/performance in other areas (e.g., written communication, leadership of human resources, planning, problem solving).

Expectations

The expectations are the same for all central office administrators.

GUIDE FOR ANALYZING PERSONNEL EVALUATION FILES

To analyze the personnel evaluation file contained in the Assessment/Evaluation section of each central office administrator's portfolio, the following questions should be considered:

1. Is the file complete? Does it contain elements needed for defense if evaluation results are questioned, such as raw data (scripts for interview, etc.), analysis/summary sheets with rationales, summary report, professional development plan?
2. Do the data support the scores awarded? Is there evidence that the scores are consistent with the raw data; that score patterns support scores awarded? (Use a "spot check", not analysis of all scores.)
3. Are rationales for scores provided? Are those rationales consistent with the supporting data? (Use a "spot check", not analysis of all scores.)
4. Are scripts and rationales free from judgmental language?
5. Is there a professional development plan that specifies objectives and activities consistent with score patterns; i.e., a plan that addresses indicators, competencies, or areas that received "lower" scores.
6. Does the PDP address improvement in at least one area of student performance or program development/improvement? (if student achievement is not related in any way to the central office administrator's role and responsibilities).
7. Are the activities specified in the PDP reasonable; i.e., can they be completed by the central office administrator in the time specified; do they have a reasonable chance of accomplishing the objectives(s), if completed?
8. Would this file and the evaluation results withstand scrutiny if there were a legal challenge? Could a reviewer follow it, reconstruct what took place, and arrive at the same conclusions; i.e., scores, professional development plan?

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

ORGANIZING FOR RESULTS

To assist an evaluator in assessing knowledge, skills, and performance in positioning (organizing) his/her programs and services to support improved learning and student achievement, central office administrators should provide two artifacts or documents that clearly show accomplishments in this area. The artifacts (videotapes, audiotapes, written documents, CD ROMs) should demonstrate two of the following:

- The administrator's efforts to analyze organization of programs and services and identify needed changes in relationship to school system vision.
- The administrator's efforts to market (sell) change to those involved in a change process.
- The administrator's efforts to lead reorganization of programs and services to facilitate improvement in teaching and learning, the mission of the school system.
- The administrator's efforts to stimulate thinking about organizational change.

Artifacts may be documents, videotapes or audiotapes of meetings or assemblies of people, Internet (e-mail) documents or interchanges, etc.

Note: Administrators may want to select artifacts that also provide evidence of knowledge/skills/performance in additional areas (e.g., planning, communication, problem-solving, innovation, assessment/evaluation).

Expectations

- | | |
|------------------------------------|---|
| 1 st year administrator | <ul style="list-style-type: none">• assessment of needs• marketing change• making decisions (with help of stakeholders) |
| 2 nd year administrator | <ul style="list-style-type: none">• program leadership• organizational and operating changes are underway |
| 3 rd year administrator | <ul style="list-style-type: none">• results |

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

PLANNING

To assist an evaluator in evaluating knowledge, skills, and performance in the area of planning, central office administrators should provide the following artifacts:

- Evidence of long-range program planning efforts.
- One other artifact (document, tape, newspaper article) that represents planning for daily operations of programs and services, a special event, or use of resources.

Note: Administrators may want to select artifacts that will provide evidence of knowledge, skills, and performance in additional areas (e.g., written and/or oral communication, collaboration, assessment and evaluation, leadership of human resources).

Expectations

Expectations are the same for all central office administrators.

Planning should reflect the school system's vision, mission, and goal statements. Enclosures for this area of knowledge/skills should reference these statements by:

- including copies of the statements with planning entries, or
- discussing the statements in item 6b of the portfolio entry form, or
- including them with entries referenced in another part of the portfolio.

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

LAWS AND POLICIES

Central office administrators should provide two artifacts or documents that demonstrate a) understanding of federal, state, and/or local laws, policies, and procedures and b) efforts to interpret/communicate them to the faculty, staff, students or parents. Entries may cover laws, policies, and procedures in any two of the following areas:

- Personnel matters (recruitment, selection, retention, evaluation, salaries/benefits)
- School/school system/program operations.
- Safety and security.
- Student conduct, drugs and alcohol, weapons, fiscal matters.
- Special needs students/programs
- Fiscal responsibilities and/or procedures
- Transportation

These artifacts or documents should be actual documents that have been developed and disseminated by the central office administrator within the last year.

Note: Administrators may want to select samples that also provide evidence of knowledge/skill/performance in areas such as communication, program operations/management, fiscal leadership/management, leadership of human resources, or collaboration.

Expectations

All central office administrators should be able to demonstrate knowledge and skill in this area.

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

PROBLEM SOLVING

Central office administrators should provide two artifacts or documents that demonstrate knowledge/skill/performance in identifying and solving problems and/or in leading problem solving processes. Evidence might focus on any of the following areas:

- Identifying and overcoming barriers to improvement of student achievement.
- Leading others in identifying and solving problems.
- Identifying and solving day-to-day school or classroom challenges.
- Equal access to curriculum/programs for all students.
- School/school system safety and security.
- Identifying and overcoming barriers to achievement of school system vision, mission, and goals.

An administrator with three or more years should be able to provide evidence of the results of his/her problem solving capabilities.

Note: Administrators may want to select artifacts/documents that also provide evidence of knowledge/skill/performance in other areas (e.g., program operations/management, organizing for results, innovation, planning).

Expectations

- | | |
|------------------------------------|--|
| 1 st year administrator | <ul style="list-style-type: none">• identification of any major problems• attention to safety and security• establishing groups to assist in problem solving• identifying and solving day-to-day problems |
| 2 nd year administrator | <ul style="list-style-type: none">• process for solving major problem(s) identified is underway• barriers being removed• identifying and solving day-to-day problems |
| 3 rd year administrator | <ul style="list-style-type: none">• results• identification of new (major) problems |

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

INNOVATION

Central office administrators should provide two artifacts or documents that demonstrate:

- Knowledge/skill/performance in leading and facilitating innovations.
- Innovations that lead to improved student learning, achievement, and/or improved programs/services
- Innovative collaborations with parents, business, community agencies, or other stakeholders.
- Support for innovative ideas of others.

The administrator should provide artifacts that show evidence of support for and encouragement of innovation among administrative units, schools, professional staff, and support staff.

Note: Administrators may want to select artifacts/documents that also provide evidence of knowledge/skill/performance in other areas (e.g., communication, organizing for results, problem solving, leadership of human resources, assessment and evaluation).

Expectations

All administrators should be able to show evidence supporting the creative/innovative ideas and efforts of others.

If major program innovations are undertaken at any point in time, evidence of program results should be available within 3 years.

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

TECHNOLOGY MANAGEMENT

Central office administrators should provide two artifacts or documents that demonstrate:

- Personal use of technology in daily work
- Support of the use of technology in the school system, schools, and programs under his/her supervision and others (e.g., training, workshops, incentives, technical assistance)
- Major role in ensuring that technology is integrated into curriculum and instruction
- Major role in acquiring technology for the school system, and/or schools

Note: Administrators may want to select artifacts/documents that also provide evidence of knowledge/skill/performance in other areas (e.g., communication, organizing for results, problem solving, leadership of human resources, assessment and evaluation).

Expectations

Expectations for this area are the same for all central office administrators.

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

PROGRAM OPERATIONS AND MANAGEMENT

Central office administrators should provide two artifacts/documents that demonstrate knowledge/skill/performance in two of the following areas:

- Creating policies, procedures, routines and schedules that protect instructional and learning time and/or staff work time.
- Planning best use of facilities.
- Recognition of academic accomplishments by schools, school system, individuals (students, staff).
- Minimizing student discipline problems.
- Creating consistency of programs, services and activities with school system vision, mission, and goals.
- Focusing programs, services, unit operations on the work of students.
- Establishing a positive educational climate.
- Creating a safe, secure work environment.

Note: Administrators may want to select artifacts and documents that also provide evidence of knowledge/skills/performance in other areas (e.g., planning, problem solving, organizing for results, or communication).

Expectations

Expectations for this area are the same for all central office administrators.

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

FISCAL LEADERSHIP AND MANAGEMENT

Central office administrators should provide two of the following artifacts/documents:

- A copy of the most recent budget and expenditure report for his/her operations that clearly shows how the administrator has attempted to meet high priority needs.
- A proposal written by the administrator and submitted to a potential funding source.
- A report submitted to the Superintendent or Board that forecasts people, facilities, equipment, and/or operating needs over several years.
- An audiotape, videotape, or printed materials developed by the administrator and used in efforts to gain additional resources from the Superintendent and Board, community, or others.

Note: Administrators may want to select documents that also provide evidence of knowledge/skill/performance in one or more other areas (e.g., communication, planning, problem solving).

Expectations

Expectations are the same for all central office administrators.

GUIDELINES FOR DEVELOPING PORTFOLIO ENTRIES:

LEADERSHIP OF HUMAN RESOURCES

Central office administrators should provide two artifacts/documents that demonstrate knowledge/skill/performance in leading the recruitment, selection, retention, supervision, and development of human resources in their program/service areas. Beginning with the second full evaluation, central office administrators will also include his/her completed Professional Development Plan as an additional artifact. (Competency C and the Score Level Rationale may be reviewed for ideas.) These artifacts/documents might include:

- plan(s) for developing a comprehensive staff development program for persons in the administrator's area(s) of responsibility.
- evidence of efforts to promote and develop leadership in others
- recruitment plan(s) for operations under his/her oversight.

Note: Administrators may want to select artifacts/documents that also provide evidence of knowledge/skill/performance in other areas (e.g., communication, collaboration, planning, fiscal leadership and management, innovation, or assessment and evaluation).

Expectations

By the second year in a central office position, it is expected that the administrator will have plans in place for staff recruitment and staff development that will lead to improved student, school, and/or program performance.

It is expected that staff development and professional development plans will be directly related to weaknesses identified in programs or services for which the administrator is responsible.

The PDP

Beginning with the second full evaluation, the administrator will include his/her completed PDP form(s) and any related attachments in this section as evidence of leading and modeling professional development. (These materials can also be used in one or two other areas, if appropriate.) Wherever the PDP is used as evidential material, a portfolio entry form should be provided as is true for other entries.

SCORING

When data from all sources, including the final interviews, have been collected, the evaluator will carefully analyze the lines of evidence pertinent to each of the 13 areas of knowledge/skill. This includes the evidence provided by the central office administrator and the evidence/data developed by the evaluator from the Supervisor's Review Form, and the interviews. On the basis of all the evidence available for a particular knowledge/skill area, the evaluator will award one score for that area. Thus, the administrator's profile will consist of 13 scores.

The four-point rating scale definitions are consistent across knowledge/skill areas:

4 - Demonstrates Excellence

Indicates the administrator does an outstanding job in this position requirement. No area for improvement is readily identifiable.

3 - Area of Strength

Indicates the administrator always meets and sometimes exceeds expectations for performance in this position requirement. Knowledge, skills, and performance can be improved, but current practices are clearly acceptable.

2 - Needs Improvement

Indicates the administrator's knowledge, skills, and performance need improvement in this position requirement. Improvement activities are required for performance to meet standards.

1 - Unsatisfactory

Indicates the administrator's knowledge, skills, and performance in this position requirement are not acceptable. Improvement activities must be undertaken immediately.

A set of score level rationales specific to the knowledge/skill area under consideration must be used to determine the level of administrator performance in that particular skill area. The use of these rationales serves two important purposes. First, they ensure consistency/reliability in scoring from administrator to administrator and evaluator to evaluator. Second, they provide for the administrator the answer to the question, "Why did I get this score?" Copies of the 13 sets of score level rationales are provided at the end of the scoring process description.

As the evaluator develops a score for the administrator in each of the 13 knowledge/skill areas, he/she will place it on the Evaluation Summary Report. The process is briefly described in the next section of this manual.

Perhaps an example of how a score for one of the knowledge/skill areas is developed would be helpful at this point. The area of communication will be used as the example.

Step 1: The evaluator assembles all evidence of the administrator's communication knowledge, skills, and performance. This evidence will include:

- The administrator's summaries and analysis of survey responses (those survey items that deal with communication).
- The examples of written communication provided by the administrator.
- The evaluator's notes pertaining to the administrator's oral communication skills exhibited in the interview session or writing skills exhibited in the written interview.

Step 2: The evaluator carefully reads and reviews all of the data, looking for patterns, both positive and negative. He/she probably makes notes about patterns and any administrator behaviors that "stand out" in the data.

Step 3: The evaluator reviews the data and notes a second time. This time, the review guide is the set of score level rationales and "look fors" provided for communication. As the evaluator studies the evidence he/she asks two questions:

1. Which score level description/rationale does the evidence best fit?
2. How does the evidence differ from the description?

The purpose of the first question is to try to elicit an initial locator for a score. The purpose of the second question is to try to determine if there is enough deviation from the pattern described at the level initially targeted to suggest that the score should be lower or higher. While the pattern of behavior described in a particular score level rationale and the pattern of evidence in the data collected will seldom match, there must be a very close relationship or the score awarded by the evaluator can be seriously questioned.

Explaining this data analysis and pattern identification process, it is easiest to use a structured approach:

- a) Mentally, draw a hypothetical mid-line between level 2 and level 3:
- b) Ask, does the pattern of evidence fall below or above this line?
- c) If the pattern of evidence falls below the line, does it fit the description of level 1 performance for this knowledge/skill area?
- d) If the pattern of evidence doesn't "fit" the level 1 description, does it closely match the level "2" description?

Or, if the answer to the question in step b was "above the line," the decision process should be:

- c2) Does the pattern of evidence closely match the description for score level "4"?
- d2) If the pattern of evidence isn't "4" level, does it closely match the rationale for level "3"?

Step 4: The evaluator records the score to be awarded for the communication area in the proper location on the Evaluation Summary Report. He/she then notes in the space provided the elements in the pattern of evidence that support the score awarded. The elements and the descriptions for scores awarded will be the basis for formulating a Professional Development Plan at the conclusion of the Evaluation Summary Conference..

Note: A “Scoring Guide” consisting of the score rationales and sets of “look fors” has been provided in Appendix D of this manual. It can be removed and copies made for use when scoring administrator packages.

SCORE LEVEL RATIONALES: COMMUNICATION

4. The central office administrator demonstrates thorough knowledge and effective application of communication processes. He/she consistently demonstrates excellence in communication skills and consistently applies sound communication practices in all areas of responsibility. There is no readily identifiable area for improvement.

The lines of evidence indicate that the administrator knows what to communicate, how to communicate it, when to communicate it, and to whom to communicate it. There is convincing evidence that he/she has established communication systems with stakeholder groups and used those systems to communicate and receive important ideas and information. He/she communicates to stakeholders school system vision, mission, program goals and objectives, organizational policies and procedures, expectations and data, even very complex data, in a compelling manner that rallies support and causes appropriate action. The evidence also indicates that the administrator is proficient in oral, written, listening, and nonverbal skills as well as in interpersonal relations. Furthermore, the evidence shows that the administrator uses technology effectively as a communication tool.

3. The central office administrator demonstrates substantial knowledge and application of communication processes. He/she generally demonstrates excellence in communication skills and generally applies sound communication practices in all areas of responsibility. He/she consistently meets and sometimes exceeds expectations for performance.

The lines of evidence indicate that the central office administrator knows what to communicate, how to communicate it, when to communicate it, and to whom to communicate it. However, the evidence suggests that effective communication systems have not been completely established with all stakeholder groups. While communications are usually clear, powerful, and timely, there are a few lapses. The administrator's communications often, but not always, produce support and result in responsive actions. The evidence indicates competency in oral, written, listening, and nonverbal skills as well as in interpersonal relations. The application of technology to communication in this person's areas of responsibilities is not yet what it could be.

2. The central office administrator demonstrates some knowledge and application of communication processes. Communication skills are inconsistently demonstrated. He/she applies sound communication in many areas of responsibility some of the time, but not all of the time. He/she sometimes, but not always, meets expectations for performance.

The lines of evidence indicate that the administrator's knowledge of communication (what, how, when, to whom) can be improved. There is evidence that communication systems have not been well established with some stakeholder groups. Clarity, succinctness, and timeliness of communication are sometimes problems. The administrator's communications sometimes produce supportive and appropriate actions.

The evidence indicates appropriate oral, written, listening, and nonverbal skills as well as interpersonal relations most of the time. The application of technology to communication in this person's areas of responsibility is not what it could be.

1. The central office administrator demonstrates limited knowledge and application of communication processes. Communications skills are inadequate. He/she sometimes applies sound communication in some areas of responsibility. Communication performance is currently not acceptable.

The lines of evidence indicate that the central office administrator's knowledge of communication (what, how, when, to whom) is incomplete. There is evidence that communication with some stakeholder groups is limited or absent. Communications often lack clarity, succinctness, and timeliness. The administrator often has difficulty communicating ideas and plans and building support for them. Some communication skills (oral, written, listening, nonverbal) and/or interpersonal relations are weak, as are applications of technology to communication.

SCORE LEVEL RATIONALES: COLLABORATION

Areas in which the pursuit of collaboration among administration, staff, students, parents/caregivers, and the community are considered to be important include:

- Development and implementation of school system vision, mission goals, objectives, policies, procedures, programs, and activities.
- School system improvement, particularly improvement of student achievement and learning.
- Recruitment and selection of staff.
- Supervision, evaluation and development of human resources (staff, students, administration).
- Acquisition of fiscal resources and resource allocation.
- Safety and security of all school system personnel and visitors.

4. The central office administrator demonstrates thorough knowledge and understanding of collaborative processes. He/she consistently demonstrates excellence in collaboration skills. He/she also consistently seeks to build community relationships and develop partnerships in all areas of responsibility; (e.g., establishment of school system vision, mission, and goals; program goals and objectives, delivery of programs and activities, acquisition and allocation of resources; problem solving, staff recruitment, and evaluation). There is no readily identifiable area for improvement.

The lines of evidence indicate that the administrator knows the types of collaborations and partnerships needed, how to develop them, and when to utilize them. There is convincing evidence that he/she has identified stakeholder and consumer groups and brought them into the decision making process. Shared leadership and team building are evident, as is the administrator's teaching and modeling of collaboration skills and processes. In addition, there is evidence that the administrator is skilled in managing collaboration.

3. The central office administrator demonstrates substantial knowledge and understanding of collaboration processes. He/she generally seeks to build community relationships and develop partnerships in most areas of responsibility. He/she consistently meets and sometimes exceeds expectations for performance.

The lines of evidence indicate that the administrator knows the types of collaborations and partnerships needed, how to develop them and when to utilize them. However, the evidence suggests that a few stakeholder and consumer groups have not been brought into the decision making process. Some potentially important partnerships have not been completely developed. Shared leadership and team building are evident in many areas of responsibility and operations, but not in all. The administrator generally, but not always, teaches and models collaboration skills and processes. The administrator's management of collaboration is adequate, but not outstanding.

2. The central office administrator demonstrates some knowledge and understanding of collaboration processes. Collaboration skills are inconsistently demonstrated. He/she seeks to develop community relationships and partnerships in some areas of responsibility some of the time, but not all of the time. He/she sometimes, but not always, meets expectations for performance.

The lines of evidence indicate that the administrator's knowledge and practice of collaboration skills and processes can be improved. There is evidence that several stakeholder and/or consumer groups are not regularly included in decision making. Some important partnerships have not been developed. The administrator sometimes does not support collaborative activities or shared leadership. He/she is not consistent in teaching and modeling collaboration. There is also evidence that the administrator sometimes has difficulty in managing collaboration.

1. The central office administrator demonstrates limited knowledge and understanding of collaboration processes. Collaboration skills are inadequate. He/she sometimes seeks to build community relationships and develop partnerships in some areas of responsibility. Performance in the use of collaborative skills and processes is currently not acceptable.

The lines of evidence indicate that the central office administrator's knowledge and practice of collaboration skills and processes are incomplete. Collaborative relationships among various stakeholder and consumer groups have been poorly developed or are nonexistent. The administrator seldom lends support to collaborative activities or shared leadership. The evidence indicates that the administrator has difficulty teaching and modeling principles and processes of collaboration, and that his/her management of collaboration is inadequate.

SCORE LEVEL RATIONALES: ASSESSMENT/EVALUATION

4. The central office administrator demonstrates thorough knowledge and excellent application of student assessment, personnel evaluation, and program evaluation. He/she consistently demonstrates excellence in developing, interpreting and using assessment and evaluation data. There is no readily identifiable area for improvement.

The lines of evidence indicate that the administrator knows how to read, interpret, and use student data, particularly student assessment data, in improving teaching and learning. He/she also leads school personnel, parents, and other stakeholders in thoughtful use of these data. Where appropriate, he/she leads the development of student assessment systems that are aligned with curriculum, instruction, and standardized tests. He/she engages stakeholders in continuous evaluation of the school and its programs, using procedures such as needs assessment, gap analysis and benchmarking whenever and wherever appropriate. The administrator's evaluations of personnel are consistently thorough, valid, reliable, creditable and fair. He/she regularly monitors instructional programs and practices, student support services, and/or all other aspects of school system operations for which he/she is responsible. The information gathered is then used, along with the results of formal data collection, to lead data driven decisions.

3. The central office administrator demonstrates substantial knowledge and application of assessment and evaluation processes and methodologies. His/her performance in developing, interpreting and using assessment/evaluation data always meets and sometimes exceeds expectations.

The lines of evidence indicate that the administrator has and can apply extensive knowledge of student assessment, program and personnel evaluation as outlined in the score level "4" rationale. However, continuous development and use of data for improvement of teaching, learning, programs and services can be improved. Data driven decision-making does not appear to be "a way of life" in the areas for which he/she is responsible.

2. The central office administrator demonstrates some knowledge and skills in assessment and evaluation, but performance is inconsistent. Gaps are apparent in knowledge and/or leadership in developing, interpreting and using student assessment, personnel evaluation and program evaluation data for improvement of teaching, learning, programs, and services. He/she sometimes, but not always, meets performance expectations.

Lines of evidence indicate that the administrator's knowledge of principles and processes of student assessment, program evaluation and/or personnel evaluation should be improved. Systematic, continuous processes of collecting and using a variety of data in efforts to improve student learning, programs, and services are fewer than needed.

1. The central office administrator demonstrates limited knowledge of assessment and evaluation. Application of knowledge in the form of systematic, regular, comprehensive programs of data collection and use is inadequate. He/she sometimes makes data based decisions and/or leads data based decision processes but that is not the rule. Performance in assessment and evaluation is not acceptable.

The available evidence indicates that the administrator's knowledge and skills in one or more sub-areas; i.e., student assessment, personnel evaluation, program evaluation is/are incomplete. Systemic, regular, comprehensive data gathering and use in some or all of these areas are limited. Planning for improvement of teaching, learning, programs and services often lacks a database.

SCORE LEVEL RATIONALES: ORGANIZING FOR RESULTS

4. The central office administrator demonstrates thorough knowledge of, and expertise in, developing an organization capable of and dedicated to accomplishing its vision, mission, and goals, and to meeting the needs of its customers. His/her areas of responsibility are one in which learning, teaching, and continuous improvement are always the primary focus, and change, when needed, is embraced. There are no readily identifiable areas for improvement.

Lines of evidence indicate that the administrator has demonstrated knowledge of alternative organizational structures, change processes, quality management and marketing strategies in planning, implementing, and accomplishing school improvement. His/her development of a results-oriented organization has included a strong customer focus that began with the identification of customer groups and the appropriate use of symbols, signs, and ceremonies to build cohesiveness and commitment among stakeholder groups. Roles and responsibilities, where needed, are well defined.

3. The central office administrator demonstrates substantial knowledge and expertise in the development of an organization focused on results; i.e., an organization where learning and teaching are the primary focus, and change is accepted. In developing such an organization, this administrator consistently meets and sometimes exceeds expectations.

Lines of evidence indicate that the administrator's knowledge of, and skill in, implementing alternative organizational structures, change processes, quality management, and marketing strategies to bring about improvement in programs and services is adequate, but can be improved. A customer focus is present in the organization to some degree, but not dominant. Some customer groups have not been identified and/or been made a focus of the organization. Where they are needed, most roles and responsibilities have been defined.

2. The central office administrator demonstrates some knowledge and skill in the development of an organization focused on results; i.e., an organization where learning, teaching and continuous improvement are the primary focus and meeting customer needs is a priority. He/she sometimes, but not always, meets expectations for performance.

The lines of evidence indicate that some lack of knowledge or skill in implementing alternative organizational structures, change processes, and marketing strategies is hampering program/services improvement. Knowledge and/or skill in implementing quality management processes is also inadequate. Customer orientation and focus are not a strength of the organization and there is need for further delineation of roles and responsibilities in the organization.

1. The central office administrator demonstrates limited knowledge of, and skill in, the development of a results-oriented organization; i.e., an organization focused on learning, teaching, continuous improvement, and customer needs. Performance in this area is currently not acceptable.

Lines of evidence indicate that knowledge and/or skill in implementing change processes, alternative organizational structures, marketing strategies and/or quality management is lacking. There is little or no evidence of a customer focus in the organization. Roles and responsibilities within the organization are not clearly defined.

SCORE LEVEL RATIONALES: PLANNING

4. The central office administrator's exemplary knowledge of, and skills in, planning are evident in all aspects of school organization and operation. There are no identifiable areas for improvement.

Lines of evidence indicate that the administrator understands strategic planning, school improvement planning, vision and mission development, goal setting, benchmarking, curriculum planning, forecasting, needs assessment and other planning models and tools. Likewise, there is evidence that he/she uses them in leading stakeholders in short- and long-term planning for continuous improvement in all aspects of organizational development, human resource development, program operations, and fiscal management. Furthermore, there is evidence that the administrator has led or is leading efforts that identify and integrate stakeholders' values, beliefs, commitments, and perceived future needs of students into statements of program vision, mission, goals, and objectives that are translated into action plans.

3. The central office administrator exhibits adequate knowledge of, and skills in, planning for all aspects of program/services organization and operation. Performance in planning always meets and sometimes exceeds expectations.

Lines of evidence indicate that the administrator understands and uses a number of planning models and tools (see level 4 rationale) in leading planning for continuous improvement of all aspects of school organization and operations. The administrator has led or is leading processes that identify and integrate most stakeholders' values, beliefs, commitments, and perceived future needs of students into statements of program vision, mission, goals, and objectives. However, translation of statements into action plans can be improved.

2. The central office administrator exhibits less than adequate knowledge of, and skills in, planning for some aspects of school organization and operation. Performance in this area sometimes, but not always, meets expectations.

Lines of evidence indicate that the administrator has knowledge of, and skills in, some planning models and tools (see level 4 rationale), but needs to expand his/her repertoire. Systematic planning in a few aspects of program organization and operations is lacking. The evidence also indicates that program vision, mission, goals, and objectives need work, particularly in the translation into action plans. It appears that some stakeholder groups have not been adequately engaged in planning processes.

1. The central office administrator exhibits limited knowledge of, and skills in, using a range of planning models and tools. Systematic planning involving stakeholders is not evident in several aspects of program organization and operations. Performance in this area is unacceptable.

Lines of evidence indicate that the administrator lacks knowledge and/or skill in using several of the planning models and tools discussed in the level 4 rationale. There is little or no evidence that stakeholder groups have been actively engaged in planning processes. Translations of statements of vision, mission, goals, and objectives, if defined, have not been translated into appropriate action plans.

SCORE LEVEL RATIONALES: LAWS AND POLICIES

4. The central office administrator demonstrates a thorough understanding of all applicable federal, state, and local laws and policies and appropriate application in all aspects of his/her leadership and management; (e.g., employments and dismissals, personnel supervision and evaluation, disciplinary procedures, development and implementation of program level policies and procedures). There are no identifiable areas for improvement.

Lines of evidence indicate that the administrator develops and implements program level policies and procedures consistent with local, state, and federal laws and policies. There is also evidence that the administrator regularly interprets existing laws and policies to stakeholders and encourages their support.

3. The central office administrator demonstrates substantial understanding of most applicable federal, state, and local laws and policies and appropriate application in most aspects of his/her leadership and management (employments and dismissals, personnel supervision and evaluation, disciplinary procedures, development of program level policies and procedures). Performance in this area always meets and sometimes exceeds expectations; but there is room for improvement.

Lines of evidence indicate that the administrator develops and implements program level policies and procedures consistent with local, state, and federal laws and policies with which he/she is familiar. He/she also interprets existing policies and laws to stakeholders and encourages their support.

2. The central office administrator demonstrates a lack of understanding and/or appropriate application of a few laws or policies important to one or more areas of his/her leadership and management (see score levels 3 and 4). Performance in this area sometimes, but not always, meets expectations.

Lines of evidence indicates that the administrator develops and implements program level policies and procedures that are sometimes inconsistent with local, state and/or federal laws or policies. There is limited evidence that the administrator interprets laws and policies to all stakeholder groups and/or encourages support.

1. The central office administrator demonstrates a lack of understanding and/or appropriate application of a number of laws or policies important to several areas of his/her program leadership and management. Performance in this area is unacceptable.

Lines of evidence indicate that the administrator develops and implements program level policies and procedures that are often inconsistent with local, state, or federal laws or policies. There is little or no evidence that he/she upholds and/or encourages support of some laws or policies among stakeholders (staff, students, parents).

SCORE LEVEL RATIONALES: PROBLEM SOLVING

4. The central office administrator demonstrates a thorough understanding of, and skill in, the identification and solution of problems that threaten the accomplishments of the vision, mission, goals, objectives, and improvement initiatives of programs and services. There are no identifiable areas for improvement.

Lines of evidence indicate that the administrator identifies and resolves problems in all areas of the school's organization, operations, programs, and activities, consistently engaging stakeholders in these efforts. There is evidence that the administrator is adept at leading the identification and dismantling of barriers to learning and teaching and to students' equal access to programs and services. In his/her problem solving efforts, capability in the use of mediation and conflict management skills is evident.

3. The central office administrator demonstrates substantial understanding of, and skill in, the identification and solution of problems that threaten the accomplishment of the vision, mission, goals, objectives and improvement initiatives of programs and services. There is room for improvement, but the administrator always meets and sometimes exceeds expectations.

Lines of evidence indicate that the administrator is able to identify and resolve most problems in most areas of school organization, operations, programs, and activities, usually engaging stakeholders in these efforts. There is evidence that the administrator seeks out and leads the dismantling of barriers to teaching and learning and to students' equal access to programs and services. His/her understanding of, and capability in, applying mediation and conflict management skills are acceptable.

2. The central office administrator's understanding of, and skill in, identification and solution of problems is sometimes less than adequate in some areas of his/her influence and responsibility. Performance in this area is unacceptable.

Lines of evidence indicate that the administrator is able to identify and resolve some problems in some areas of organization, operations, programs, and activities, sometimes engaging stakeholders in these efforts. There is evidence that barriers to learning and teaching and/or students' equal access to programs and services sometimes go unnoticed. The administrator's understanding of, and skill in, applying mediation and conflict management skills need improvement.

1. The central office administrator lacks understanding of, and skill in, identification and solution of problems in many areas of his/her influence. Performance in this area is unacceptable.

Lines of evidence indicate that the administrator does not regularly seek out and attempt to resolve problems in several areas of organization, operations, programs, and activities. Stakeholders do not perceive that they are involved in these efforts. Barriers to teaching and learning and/or students' equal access to programs and services often go unnoticed. The administrator's mediation and conflict management skills are insufficient.

SCORE LEVEL RATIONALES: INNOVATION

4. The central office administrator demonstrates the ability to create, identify, encourage, and adopt innovative ideas. He/she is a risk taker who constantly seeks creative, innovative solutions to problems as well as creative and innovative ways of organizing and operating programs that will lead to the accomplishment of vision, mission, goals, objectives, and improvement plans. There are no identifiable areas for improvement.

Lines of evidence indicate that the administrator keeps abreast of teaching/learning research and best practices, that he/she thinks creatively/innovatively and encourages as well as supports creativity and innovation in others. He/she incorporates innovations into program organization, operations, and activities and/or maintains those that are successful beyond the commitments and efforts of the original implementers and leaders. When an innovation fails, as some will, the administrator is able to reframe the failure positively and help the organization learn from it.

3. The central office administrator often exercises creative/innovative thinking. He/she encourages and usually supports others' creative ideas and innovations that appear relevant to the improvement of teaching and learning, program organization, operations, and overall program improvement. Performance in this area always meets and sometimes exceeds expectations, but there is room for improvement.

Lines of evidence indicate that the administrator usually keeps abreast of teaching/learning research and best practices. He/she usually tries to incorporate appropriate innovations (his/her own, those of others) into programs/services and maintain those that are successful. When an innovation fails, the administrator seeks to reframe the failure positively and helps the organization learn from it.

2. The central office administrator sometimes demonstrates creative, innovative thinking and sometimes encourages and supports the creative ideas and innovations of others. Performance in this area sometimes, but not always, meets expectations.

Lines of evidence indicate that the administrator is sometimes unaware of teaching/learning research and best practices. He/she sometimes tries to incorporate innovations and creative ideas into programs and to maintain those that are successful. When an innovation fails, the administrator sometimes misses the opportunity to reframe the failure positively and lead the organization in learning from it.

1. The central office administrator does not appear to value creativity and innovation. He/she is usually not innovative in his/her own thinking and usually does not encourage or support the creative and innovative ideas of others. Performance in this area is unacceptable.

Lines of evidence indicate that the administrator does not keep abreast of teaching/learning research and best practices. He/she seldom tries to incorporate innovations or creative ideas into programs or to maintain successful innovations after their original developers and implementers are no longer available. When an innovation fails, the administrator usually does not try to reframe the failure positively and help the organization learn from it.

SCORE LEVEL RATIONALES: TECHNOLOGY MANAGEMENT

4. The central office administrator always applies technological knowledge to programs and human resource development. There are no identifiable areas for improvement.

Lines of evidence indicate that the administrator is able to project information technology needs and to acquire appropriate equipment, hardware, and software. He/she models the use of technology in his/her areas of influence and responsibility. He/she also assists others in utilizing technology as a tool and in their own development of technological knowledge and skills. He/she uses technology in his/her own professional development and encourages its use by others.

3. The central office administrator usually applies technological knowledge to the operation of programs and human resource development. Performance in this area always meets and sometimes exceeds expectations, but there is room for improvement.

Lines of evidence indicate that the administrator is able to project information technology needs and is sometimes able to acquire appropriate equipment, hardware, and software. He/she uses technology in his/her areas of influence and responsibility, and sometimes assists others in utilizing technology as an instructional tool and in further developing their own technological knowledge and skills. He/she sometimes uses technology in his/her own professional development and encourages its use by others.

2. The central office administrator's technological knowledge and/or skills in technology management sometimes, but not always, meet expectations for improvement. There is limited application of technological knowledge to the operation of programs and human resource development.

Lines of evidence indicate that the administrator is not always able to project information technology needs and is not aggressive in seeking to acquire appropriate hardware, software, and equipment. His/her use of technology in his/her areas of influence and responsibility is limited. He/she usually does not assist others in their efforts to develop their own technological knowledge and skills and/or to use technology as an instructional tool. He/she seldom uses technology in his/her own professional development or encourages its use by others.

1. The central office administrator's technological knowledge and/or skills in technology management are inadequate. There is little application of technological knowledge to the operation of programs and development of human resources. Performance in this area is unacceptable.

Lines of evidence indicate that the administrator is not able to project technology needs and does not seek to acquire hardware, software, and equipment. He/she does not use technology in his/her areas of influence and responsibility. There is no assistance or support given to others seeking to develop their own technological knowledge and skills and/or develop their use of technology as an instructional tool. He/she does not use technology in his/her own professional development or encourage its use by others.

SCORE LEVEL RATIONALES: PROGRAM OPERATIONS/MANAGEMENT

4. The central office administrator demonstrates thorough knowledge of, and expertise in, program management. His/her programs are ones in which operating policies and procedures and management practices consistently support teaching and learning; climate is consistently positive, and orderliness, safety and security are apparent. There are no readily identifiable areas for improvement.

Lines of evidence indicate that routines and schedules designed to protect instruction, learning and/or work time have been established and are consistently maintained. Planning for best use of facilities is evident, as are high expectations for staff performance, acceptance of differences, and continuous recognition of academic accomplishment and efforts to improve learning and school environment. Programs support school system vision, mission, and goals. Everyone is held accountable for his/her actions. Problems and conflicts are minimal, and when they occur, are handled consistently and fairly. Buildings and grounds under his/her supervision are attractive, inviting, safe, secure, and in good repair.

3. The central office administrator demonstrates substantial knowledge and expertise in program management. His/her programs are ones in which operating policies and procedures and management practices usually support teaching and learning; climate is generally positive, and safety and security are apparent. In the daily operation of programs, the administrator consistently meets and sometimes exceeds expectations.

Lines of evidence indicate that routines and schedules designed to protect instruction, learning, and/or work time have been established and are usually maintained. There is evidence of adequate planning for facilities use, high expectations for staff performance, and some recognition of academic accomplishment and efforts to improve learning and school environment. Programs and services are generally consistent with school vision, mission, and goals and are of interest to most students. There is an atmosphere of accountability. Problems and conflicts are not numerous and when they occur, they are usually handled consistently and fairly. The appearance of buildings and grounds under his/her supervision is adequate. Buildings, grounds, and equipment are safe and well maintained.

2. The central office administrator demonstrates some knowledge and skill in understanding of program management. In his/her program, operating policies and procedures, and management practices sometimes do not seem to support teaching and learning. Climate is often, but not always, positive. Safety and security are not usually problems. In managing the daily operation of programs and services, the administrator sometimes, but not always, meets expectations.

Lines of evidence indicate that there have been attempts to establish school routines and schedules that protect learning, teaching and work time, but they are not consistently maintained. Planning for use of facilities appears less than adequate. Expectations for staff performance are not as high as they could be and recognition of academic accomplishment and efforts to improve learning and environment are sometimes lacking. There are a variety of programs, but some do not appear to be strongly related to the school system's vision, mission, and goals. Persons are not always held accountable for their actions. While problems and conflicts are not numerous, they are handled inconsistently. Appearance of buildings and grounds under his/her supervision can be improved. Buildings, grounds, and equipment are safe, but not always attractive or well maintained.

1. The central office administrator demonstrates limited knowledge and/or expertise in program management. In his/her programs, activities subject to interruptions and other activities often seem to have higher priority. Climate is neutral or sometimes negative. There are some safety and security problems. Buildings and grounds under his/her supervision are unattractive and uninviting. Management of daily operations is currently not acceptable.

Lines of evidence indicate that program routines and schedules designed to protect teaching and learning have not been well established and/or maintained. Planning for facilities' usage appears less than adequate. Expectations for staff performance are low. Academic accomplishment and efforts to improve learning and school environments are seldom recognized or rewarded. Some existing programs and services show little relationship to the specific vision, mission, and goals of the school system. Not everyone is held accountable for his or her actions. Problems and conflicts are numerous and are not handled consistently. Safety, security, and appearance of buildings and grounds under his/her supervision are less than adequate.

SCORE LEVEL RATIONALES: FISCAL LEADERSHIP AND MANAGEMENT

4. The central office administrator is an able provider and manager of financial resources. His/her programs are characterized by exemplary fiscal planning and management of existing resources, and by aggressive solicitation of additional resources with which to accomplish the vision, mission, and goals of the school system. In the fiscal area, as in all other areas, the administrator actively involves stakeholders in planning and decision processes. There are no discernible areas for improvement.

Lines of evidence indicate that the administrator leads the development and implementation of multi-year fiscal plans, annual budgets, sound accounting and auditing procedures in his/her areas of responsibility and that he/she practices good stewardship of available funds. In addition, he/she is constantly seeking additional funds through preparation of grant applications and proposals to various funding agencies and foundations and through appeals to the superintendent, Board, local governmental funding agencies, and potential donors.

3. The central office administrator's fiscal management practices are sound and his/her leadership of financial planning and resource acquisition is adequate. Some stakeholders are often involved in fiscal planning, decisions, and processes. Performance in this area always meets and sometimes exceeds expectations.

Lines of evidence indicate that sound financial management practices; i.e., budgeting, accounting, audits are in place. Staff are involved in planning and making decisions related to the use of existing funds, but other stakeholder groups may not have been brought into these processes. The administrator, on occasion, identifies external funding sources and leads efforts to acquire funds through grant applications, preparation of proposals, and other means. There is limited evidence of the development of multi-year fiscal plans and their presentation to superintendent, Board, and local governmental funding agencies.

2. The central office administrator's knowledge and/or skills in fiscal management and leadership sometimes, but not always, meet expectations. While there are no problems in basic management processes, there is little or no evidence of long-term planning. There is also little or no evidence of attempts to identify funding sources external to the school system from which to seek funds to support learning, teaching and program improvement. Stakeholder involvement in the fiscal aspects of the programs is limited.

Lines of evidence indicate that acceptable budgeting, accounting, and auditing processes are in place. However, there is little or no evidence of multi-year fiscal planning or systematic attempts to augment funds from external (to the school system) sources. There is also little or no evidence to engage faculty, staff, parents, and the community in fiscal planning, in seeking external funds, or in making decisions about the use of existing funds.

1. The central office administrator's knowledge and/or skill in leading and managing the fiscal aspects of his/her programs are inadequate. Performance in this area is not acceptable.

Lines of evidence indicate that basic fiscal management processes and procedures (budgeting, accounting, auditing) are inadequate. There is no evidence of multi-year fiscal planning or of a systematic process to acquire additional funds. Stakeholders have little or no involvement in the fiscal aspects of the organization.

SCORE LEVEL RATIONALES: PROFESSIONAL RESPONSIBILITIES

4. The central office administrator demonstrates thorough knowledge and exemplary practice of professional responsibilities. He/she consistently demonstrates excellence in professional behavior. There is no readily identifiable area for improvement.

The lines of evidence indicate that the administrator is knowledgeable of the behavioral expectations of a school system leader and role model. He/she demonstrates responsibility and commitment to the schools and/or school system as well as the stakeholder and consumer groups affected by his/her leadership. The administrator also demonstrates an understanding of the ramifications of inappropriate behavior. There is convincing evidence that the administrator performs all duties in a professional manner including completing tasks accurately and timely, demonstrating punctuality and considering the interests of stakeholder and consumer groups when making decisions. There is also convincing evidence that the administrator responds to requests and circumstances in a positive manner and maintains his/her composure in all situations whether or not he/she is in agreement. The administrator models professional behavior.

3. The central office administrator demonstrates substantial knowledge and understanding of professional responsibilities. He/she generally displays appropriate and professional behavior in the performance of duties. The administrator consistently meets and sometimes exceeds expectations for performance in this area.

The lines of evidence indicate that the administrator is generally knowledgeable of the behavioral expectations of a school system leader and role model. He/she demonstrates responsibility and commitment to the school system as well as stakeholder and consumer groups affected by his/her leadership. However, the evidence suggests that some behavior has created problems with stakeholders, consumers, and/or superordinates. There is evidence that the administrator performs most duties, but not all, in the manner expected of his/her position. Sometimes a few tasks are not completed accurately or timely. The administrator is usually punctual; and the interests of stakeholder and consumer groups are usually considered when making decisions. There is evidence that the administrator does not always respond to requests and circumstances in a positive manner, and on occasion, loses his/her composure. Although the administrator's professional behavior is adequate; it does not consistently exceed expectations.

2. The central office administrator demonstrates some knowledge and understanding of professional responsibilities. The display of appropriate and professional behavior in the performance of duties is inconsistent. He/she sometimes, but not always, meets expectations for performance.

The lines of evidence indicate that the administrator's knowledge and display of professional responsibility can be improved. The evidence suggests that the administrator's actions sometimes negatively impact his/her leadership ability in working with the school system as well as stakeholder and consumer groups. There is evidence that the administrator sometimes, but not always, performs in a manner expected of his/her position. Often, tasks are not completed accurately or timely; the administrator is often late for work, meetings, and appointments, and the interests of stakeholder and consumer groups are sometimes not considered when making decisions. There is evidence that the administrator sometimes responds to requests and circumstances in a positive manner, but sometimes loses his/her composure. The administrator sometimes exemplifies appropriate professional behavior.

1. The central office administrator demonstrates limited knowledge and understanding of his/her professional responsibilities. His/her professional behavior negatively impacts the leadership role. Performance in the exercise of professional responsibility is not acceptable.

The lines of evidence indicate that the administrator's knowledge and/or application of professional behavior is poor. The evidence suggests that the administrator's behavior has frequently created problems with stakeholder and consumer relationships and has affected his/her ability to lead. There is evidence that the administrator often performs in a manner inconsistent with his/her position. Many tasks are not completed accurately or timely; the administrator is often late or does not attend meetings and appointments. The interests of stakeholder and consumer groups are rarely considered when making decisions. There is evidence that the administrator often responds to requests and circumstances in a negative manner and is known for losing his/her composure in many situations. The administrator has difficulty exemplifying appropriate professional behavior.

SCORE LEVEL RATIONALES: LEADERSHIP OF HUMAN RESOURCES

4. The central office administrator demonstrates commitment to, understanding of, and skill in, developing the human resources of the school system: students, families, faculty, and staff. He/she recognizes, develops, and promotes leadership in others. He/she develops, models, and implements effective, integrated programs of personnel selection, supervision, evaluation, and professional development. He/she sets high expectations for self and others and motivates people to perform at high levels. There are no identifiable areas for improvement.

Lines of evidence indicate that the administrator identifies leadership capabilities of others, matches them with leadership opportunities, and often serves as a mentor and coach. When appropriate, he/she establishes systematic programs to recruit, select, retain, and develop the knowledge and skills of faculty and staff. He/she serves as a model for professional development, always seeking ways to enhance his/her own knowledge and skills. He/she creates and leads a system of human resource/professional development that uses data from student assessment as well as personnel supervision and evaluation as its foundation.

3. The central office administrator demonstrates adequate understanding of, and skill in, developing the human resources of the school system: students, families, faculty and staff. He/she develops, models, and implements programs of personnel selection, supervision, evaluation and professional development, but programs are not well integrated. He/she sets high expectations for self and others and seeks to motivate people to perform at high levels. While he/she seeks to promote leadership in others, he/she sometimes fails to recognize and develop leadership potential. Performance in this area always meets and sometimes exceeds expectations.

Lines of evidence indicate that the administrator establishes systematic programs to recruit, select, retain, and develop the knowledge and skills of staff. He/she models professional development, seeking ways to enhance his/her own knowledge and skills. He/she creates and leads solid programs of personnel supervision, evaluation, and professional development, but programs are not always linked and data-driven; i.e., founded on data. He/she sets high expectations for all people connected with his/her programs (students, families, faculty, staff) and tries, often successfully, to motivate them to accomplishment. He/she often identifies leadership capabilities of teachers and others, tries to match them to appropriate leadership opportunities, and serve as a mentor to them.

2. The central office administrator's understanding of, and/or skill in, developing the human resources of the school system (students, families, faculty, staff) needs improvement. There is no systematic, integrated program of personnel selection, supervision, evaluation, and professional development, although several of the elements are in place. Expectations of those connected with his/her programs (students, families, faculty, staff) are not at high levels. He/she does not seek to identify and develop leadership potential on a regular basis.

Lines of evidence indicate that the administrator attempts to identify and select quality faculty and staff as needed, but there is no comprehensive program for recruitment, orientation, and retention. The administrator does not present a personal model for professional development. He/she does not aggressively seek opportunities to learn and grow. Programs of student assessment, personnel supervision, evaluation, and professional development are not linked through the exchange and use of data; thereby making it difficult to use the programs as vehicles for school improvement. Setting expectations for those connected with his/her programs (students, families, faculty and staff) does not appear to be a priority, nor do the identification and development of leadership potential in others.

1. The central office administrator demonstrates limited understanding of, and skill in, the development of human resources. Programs of personnel selection, supervision, evaluation, and professional development are minimal, and sometimes do not even meet the requirements of state or local law or policy. There is little or no linkage among programs. Expectations of self and others in the school system (students, families, faculty, staff) are low. There are few, if any, attempts to identify and develop leadership potential in others. Action toward improvement must be made immediately.

Lines of evidence indicate that his administrator exerts little effort to recruit and select quality faculty and staff. He/she leaves these decisions to someone else without attempting to make input. He/she does not model professional development, nor attempt to initiate individual professional development or staff development programs in the school. There are few attempts to use data from personnel evaluation, student assessment, and/or program evaluation in decisions regarding human resource needs and programs.

THE EVALUATION SUMMARY REPORT AND CONFERENCE

The Evaluation Summary Report (ESR) is used to present the scores developed from the lines of evidence for each of the 13 knowledge and skill areas. Entries on the ESR are based on the score level rationales (corresponding to the 1-4 rating scale) provided for each area. Space on the ESR is also provided for comments, explanations, or justifications for each of the ratings.

Completing the Evaluation Summary Report

Since the ESR contains the final scores from the evaluation process, it constitutes the official evaluation record. Therefore, the ESR requires complete demographic information about each central office administrator--name, social security number, school system, school, date of the evaluation summary conference, and the name as well as the social security number of the evaluator.

Once the demographic information has been entered, the evaluator will record the scores developed from the lines of evidence for each knowledge and skill area. This is accomplished by circling the appropriate 1 - 4 rating to the right of each knowledge and skill area.

In the third step, the evaluator writes rationales (comments, explanations, or justifications) in the space provided that support the score for the specific area. Deviations from the patterns of knowledge, skills, and performance outlined in the score level rationales considered in the score awarded are especially noteworthy. This required documentation will be specific, obtained from data collected in the evaluation process, and clearly indicate to the central office administrator the justification for the scores assigned on the ESR.

In the fourth step in completing the ESR, the evaluator is to identify one or two areas for focus in planning professional development for the coming year(s). Space is provided on the ESR to list the areas. The areas chosen for focus will be those receiving the lowest scores. The evaluator will emphasize only those areas where performance can be improved.

The Evaluation Summary Conference

As soon as the Evaluation Summary Report is completed, an Evaluation Summary Conference will be scheduled with the central office administrator. The conference has three purposes:

1. To share with the central office administrator the results of the evaluation.
2. To solicit the central office administrator's insights and comments.
3. To complete, with the central office administrator, a Professional Development Plan.

At the conference, the evaluator will first share the ESR. A copy of this report will be provided to the central office administrator for review. As various knowledge and skill area scores are discussed, practices and behaviors that generated especially high or especially low scores will be highlighted.

Once the review and discussion of the evaluation data are completed, areas targeted for professional development will be discussed. The evaluator and central office administrator should agree that areas targeted are reasonable and based upon the individual central office administrator's evaluation results. A Professional Development Plan (PDP) should be completed during the conference, if possible. If additional time is required to complete professional development planning, a meeting date and time should be arranged. At the end of the conference, both the evaluator and central office administrator should sign the Evaluation Summary Report and the Professional Development Plan. Signatures indicate that information from all data collection has been shared and evaluation results have been discussed. *The presence of a central office administrator's signature does not signify agreement with evaluation results.* A copy of the Evaluation Summary Report can be found in Appendix B of this manual.

THE PROFESSIONAL DEVELOPMENT PLAN

As an outcome of the evaluation process, all administrators develop a Professional Development Plan (PDP). Administrators who are on annual, full evaluation complete a PDP every year. Administrators who are on a multi-year evaluation cycle also complete a PDP each year, but the PDP is in lieu of full evaluation during those years when full evaluation does not occur. The multi-year cycle is at the discretion of the local school system. The completed PDP is used as an artifact in the administrator's portfolio submitted during the next full evaluation. The three charts below summarize the process for development and implementation of professional development plans.

Chart 1
Central Office Administrators on Annual Evaluation

Initial Evaluation	2nd Evaluation Year	3rd Evaluation Year	4th Evaluation Year and Beyond
<ul style="list-style-type: none"> • Conduct full evaluation • Develop PDP based on full evaluation 	<ul style="list-style-type: none"> • Implement current PDP • Conduct full evaluation • Completed PDP is used as an artifact in portfolio • Develop PDP based on current full evaluation 	<ul style="list-style-type: none"> • Implement current PDP • Conduct full evaluation • Completed PDP is used as an artifact in portfolio • Develop PDP based on current full evaluation 	<ul style="list-style-type: none"> • Repeat 3rd year process

Chart 2
Central Office Administrators on 2-Year Multi-Year Evaluation

Initial Evaluation	2nd Evaluation Year	3rd Evaluation Year	4th Evaluation Year and Beyond
<ul style="list-style-type: none"> • Conduct full evaluation • Develop PDP based on full evaluation 	<ul style="list-style-type: none"> • Implement current PDP • Completed PDP is used as an artifact in portfolio during next year's full evaluation • Revise/Develop new PDP 	<ul style="list-style-type: none"> • Implement current PDP • Conduct full evaluation • Completed PDP is used as an artifact in portfolio during current full evaluation • Develop PDP based on current full evaluation 	<ul style="list-style-type: none"> • Repeat 2nd and 3rd year processes

Chart 3
Central Office Administrators on 3-Year Multi-Year Evaluation

Initial Evaluation	2nd Evaluation Year	3rd Evaluation Year	4th Evaluation Year	5th Evaluation Year and Beyond
<ul style="list-style-type: none"> • Conduct full evaluation • Develop PDP based on full evaluation 	<ul style="list-style-type: none"> • Implement current PDP • Completed PDP is used as an artifact in portfolio during next full evaluation • Revise/Develop new PDP 	<ul style="list-style-type: none"> • Implement current PDP • Completed PDP is used as an artifact in portfolio during next year's full evaluation • Revise/Develop new PDP 	<ul style="list-style-type: none"> • Implement current PDP • Conduct full evaluation • Completed PDP is used as an artifact in portfolio during current full evaluation • Develop PDP based on current full evaluation 	<ul style="list-style-type: none"> • Repeat 2nd through 4th year processes

As shown in the charts, a professional development plan is required every year for central office administrators, even when these educators are under full evaluation (except for the very first year).

The PDP has three dimensions/areas of focus. The first area of focus is the Evaluation Summary Report (ESR). The areas for improvement identified on the last page of the ESR should be used to create professional development objectives and identify activities that will lead to the accomplishment of those objectives. If a central office administrator receives scores of mostly “1” and “2” on his/her ESR, then the PDP will focus entirely on improvement in these areas of low performance. Since an individual can only address a reasonable number of improvements at one time, only the lowest scores (usually no more than two or three) should be identified in a single year's PDP.

The second dimension/area of focus (second priority) for the PDP is improvement of student achievement or improvement of programs under the administrator's responsibility. Central office administrators who receive scores of mostly “3” and “4” on their ESRs will select, in concert with the evaluator(s), an area of student achievement or program improvement in which to develop an objective, related activities, and appropriate assessments. The student achievement/program improvement focus should be taken from school system or school improvement plans, if formal plans exist. If formal improvement plans are not required, the focus for improving student achievement/programs should still be consistent with needs identified system wide or school wide.

Administrators who demonstrate high levels of performance (mostly “3s” and “4s”) in all areas, particularly administrators on multi-year evaluation cycles, may target a personal/professional

objective for implementation and assessment. This third dimension/area of focus is not in lieu of work to improve performance in the area receiving the lowest score during full evaluation. It is an addition to the plan when all knowledge/skill scores are “3” or “4”, and the administrator can exercise growth and leadership in areas not covered in the defined areas of knowledge and skills. Objectives selected for personal/professional growth should be those that will contribute to the central office administrator’s ability to lead the school system to greater academic excellence.

Following is a chart that should be a useful resource in determining priorities for an individual’s PDP

Chart 4
Priorities for Development of PDP

	Scores from ESR	
	Mostly “1s” & “2s”	Mostly “3s” & “4s”
Priority #1	Lowest Scores from ESR	Lowest Scores from ESR
Priority #2		Student Achievement or Program Improvement
Priority #3		Personal/ Professional Objective

Note: The competencies and tasks in the Framework identify administrator knowledge and skill areas that have impact on programs and/or student achievement. Therefore, lower performing educators (those with scores of mostly “1” and “2”) must improve their knowledge and skills before they can hope to improve programs or student achievement.

More detailed instructions for developing all areas of the PDP follow. These instructions should answer most questions about this process and the PDP form.

Professional Development Plan: Knowledge and Skills Focus

Side one of the PDP form will be used to plan objectives, activities, and assessment methods related to the areas of knowledge and skills targeted for improvement. Space is also provided for recording end-of-PDP cycle assessment results and benefits along with the evaluator’s comments. There are several steps in completing this part of the form:

General Directions (Side 1)

1. The evaluator and administrator should cooperatively develop all parts of the Professional Development Plan.
2. For administrators who receive all “3” and “4” scores in the full evaluation, only one knowledge/skill area receiving the lowest score needs to be targeted. However, if more than one knowledge and skill area needs to be targeted, use side 2 of the form to address the knowledge/skill area for improvement, and use an additional form (side 2) to create plans for improving student achievement/programs and personal professional development. The actual intent and design of side 2 is to create plans for improving student achievement/programs and personal/professional development. Procedurally, when side 2 is used to create plans for improvement of a knowledge/skill area (as in the scenario above), a duplication of a “blank” form, side 2, must be produced in order to create plans for improving student achievement and personal professional development. Note: If improvement in several knowledge and skill areas is needed because the educator received many “1” and “2” scores, no student achievement/program improvement or personal/professional objectives and activities should be planned.
3. When an area of knowledge and skill is chosen for professional development, several traits/behaviors subsumed within that area, as defined by the score level rationales, are targeted for improvement.

Completing the PDP Form (Upper Half, Side 1)

1. Enter a one-word identifier (e.g., communication, organizing, innovation), in the column titled “Area Designation.”
2. Identify at least one specific, measurable objective for each area listed. (Objectives column.) A knowledge/skill area is not an objective and should never be listed as an objective. Objectives spell out the outcomes to be accomplished in regard to a knowledge and skill area or the traits/behaviors subsumed within that area.
3. Identify one or more activities to be undertaken which together should lead to accomplishment of the objective (Activities column). Remember that objectives specify expected results/outcomes. Activities are the things to be done to achieve those results.

Note: Most objectives will require completion of several related tasks/activities.

4. Identify a specific date for completion of each activity. (Time Line column).
5. Identify a method for assessing accomplishment of each stated objective - accomplishment of objective, not activity. (Assessment Methods column).

Completing the Planned Activities

The columns provided for “Progress Checks” are used only to note that the evaluator and administrator have conferred at appropriate points along the way to 1) ensure that activities are progressing as planned, 2) make adjustments to the plan, if needed, and 3) make sure that the administrator is receiving the help needed to complete the plan. Appropriate timelines for progress conferences are as follows:

- Annual plan (All PDPs are considered to be 1-year plans) – one (1) conference at mid-year
- Administrator on 2-year cycle (full-evaluation followed by PDP completion requirements for two years) – conference at mid-year and end-of-PDP implementation for “year 1” to develop new plan or adjust current one, conference at mid-year during the 2nd PDP implementation (full-evaluation) year. Discussions during these conferences, especially around completed objectives and activities, will contribute to the line of evidence and portfolio submitted by the administrator during full evaluation. Note that the educator is still completing a PDP during the full evaluation year. The only exception is an initial year evaluation.
- Administrator on 3-year cycle (full-evaluation followed by PDP completion requirements for three years) – conference at mid-year and end-of-PDP implementation for “year 1” to develop new plan or adjust current one, conference at mid-year and end-of-PDP implementation for “year 2” to develop new plan or adjust current one, conference at mid-year during the third PDP implementation (full-evaluation) year. Discussions during these conferences, especially around completed objectives and activities, will contribute to the line of evidence and portfolio submitted by the administrator during full evaluation. Note that the educator is still completing a PDP during the full evaluation year. The only exception is an initial year evaluation.

While many objectives are complex and improvements might require several activities over more than one year, few PDPs will require more than two years to complete. A PDP can be revised (objectives, activities, assessment methods) during any conference by mutual consent of the evaluator and administrator. When revisions are made, they should be written into the plan and initialed by both parties.

Directions for Completing End-of-PDP Cycle Information (Lower Half, Side 1)

The lower half of side one of the PDP form contains space for several types of information critical to assessing the accomplishment of the objectives stated in the plan and to assessing the administrator’s accomplishments in the knowledge/skill area of Development of Human Resources. When the activities constituting the plan have been completed, the evaluator and central office administrator will determine if the objectives of the plan have been accomplished. They will use the assessment methods established during planning. The responsibilities of the two parties are as follows:

Central Office Administrator

1. Provide evidence of the accomplishment of the objectives as established in the “Assessment Methods” column. This evidence may be a written statement in the “End of PDP Cycle Assessment and Benefits” section if that is appropriate to the specified assessment methods. Or, it may include materials/products appended to the PDP.
2. Provide a description of the professional development efforts that summarizes personal action to implement the intent of the plan outlined on the upper half of the form. Be specific in explaining what was actually done. This description statement also goes in the “End of PDP Cycle Assessment and Benefits” section.
3. Provide a description of the benefits that accrued to students, educators, the school, and/or the school system as a result of the completion of these activities. How did the activity improve student learning, classroom behavior, etc.? How did it improve test scores? How did it improve the school?

Evaluator

1. In the “Evaluator Comments” section provide an assessment of whether or not the central office administrator fulfilled the plan and accomplished the objective(s) stated at the top of the form. In this section, also state what the next steps should be regarding the professional development of the administrator. These steps may address such things as additional activities that need to be undertaken, a different focus for the next year's PDP, continuation of current activities, etc.
2. Consider the completed PDP as another part of the central office administrator's evaluation package for the next full evaluation. The completed PDP form will be used as evidence in the area of “Leadership of Human Resources” (Lead and model professional development), and, optionally, in any one or two other areas that the central office administrator identifies on portfolio entry forms.

Professional Development Plan: Student Achievement/Development or Program Improvement Focus

The State of Alabama has placed highest priority on student learning and achievement, on school system accountability for student learning/achievement, and on continuous improvement of schools to support these learning and accountability priorities. These high expectations have now been brought to the level of individual accountability. Central office administrators who receive scores of mostly “3” and “4” on their ESRs must define at least one specific objective in their Professional Development Plan for improvement in student achievement/development or program implementation to be accomplished over the coming year. Note: Educators receiving scores of mostly “1” and “2” on their ESRs will not pursue the student achievement/development or program improvement objective. Rather, they will concentrate on addressing those competency areas that are of greatest need for improvement.

Student Achievement/Development/Program Improvement Section of the PDP Form (Side 2)

1. The directions for completing side 2 of the PDP form are the same as those for completing side 1 with one exception. In the “Area Designation” column, the “Student Achievement/Development/Program Improvement” box should be checked, if the plan being established and reported here is in that area.
2. In schools on “Caution” or “Alert” status, the student achievement objective selected (if the central office administrator’s responsibilities relate directly to the schools) must address a weak area identified in the school’s achievement results, and target the area for improvement in the school improvement plan.
3. If a formal program improvement plan is not required in the central office administrator’s area of responsibility, the objective selected should be consistent with weaker achievement areas targeted in the school system’s internal improvement planning. (Note: It is assumed and expected that every school system develops and implements plans for academic or program improvement, regardless of the need to supply formal plans to the State Department of Education.)

Professional Development Plan: Personal/Professional Focus

Not all central office administrators will create and implement a plan for personal/professional development beyond improvement in the knowledge and skill areas. For central office administrators, improvement in knowledge and skills as defined through the Framework and continuous improvement of student achievement/development and programs are the highest priorities.

Most central office administrators on annual or multi-year cycles who are performing well in their position (scores of “3” and “4” in the knowledge and skill areas) may wish to target an additional objective in personal or professional development. This is the area in which many leadership efforts as well as unique initiatives to expand professional knowledge and skills will appear. If this area is chosen, the “Personal/Professional” box should be checked under the “Area Designation” column of side 2 of the PDP form.

All professional educators who address the PDP around the personal/professional area should be able to articulate objectives, which, if accomplished, would a) make them more creative and productive in their present positions and responsibilities or b) prepare them for new professional roles and responsibilities. This category title is intended to indicate that objectives and activities targeted in this area are to be based on professional interests and needs that are not accommodated in the evaluation criteria (knowledge and skills). Remember that activities such as taking coursework or attending workshops are not objectives. Objectives identify outcomes that will result from one or more activities.

When identifying a personal/professional objective, the objective should be one that will contribute to the central office administrator's ability to lead the school to greater academic excellence. Examples of areas in which a central office administrator might choose to develop objectives and related activities are:

- Improving knowledge of programs around the state or nation that are producing high academic achievement.
- Learning how to benchmark and lead benchmarking processes.
- Increasing personal computer skills in order to better use and model technology in the school.
- Improving knowledge of various instructional software packages in order to lead faculty in making better decisions about the use of resources available for instruction.

Signature Lines on Side 2 of PDP Form

The signature line for agreement (first line at bottom of page of side 2) should be completed when the plan (all sections) is formulated. This plan should be seen as a binding contract between the educator and evaluator. Neither party can make changes unless they are written into the plan and initialed by both parties.

The signature line for discussion of assessment results and benefits should be completed when the results of the activities (accomplishment of objectives) are discussed and the evaluator shares his/her comments.

Tips On Completing the PDP Form

It has been determined that the greatest problems evaluators and administrators have in completing the PDP are a) differentiating between objectives and activities, b) specifying assessment methods, and c) specificity in describing the administrator's activity and the benefit derived. Remember that an objective is a statement of the outcome desired, the end to be accomplished. Objectives should be stated in measurable terms, i.e., in ways that enable one to determine whether or not they have been accomplished. Activities are the means to accomplish objectives, the tasks that together should result in the accomplishment of the objectives. Assessment methods should fit objectives. There is no need to assess activities. These are simply the means to the end. Good assessment methods enable the evaluator and administrator to objectively answer two questions: "Was the objective accomplished? If not, why?"

Specificity in describing the administrator's activity and benefits derived is critical if the evaluator is to assess fairly the completion and success of the PDP with reference to the administrator's self development and leadership initiatives. No activities should be undertaken

(or included in the PDP) that do not relate to the objectives targeted for accomplishment. Don't report activities for which an objective was not pre-planned.

Use of the PDP in Next Full Evaluation

The completed PDP form(s) and any attachments to it become a portfolio entry in the administrator's next full evaluation. PDP forms should be included in the portfolio with an appropriately completed Portfolio Entry Form in at least one section – Leadership of Human Resources – where they represent evidence of the central office administrator's knowledge, skill, and performance in leading and modeling professional development.

The central office administrator can decide to use this entry as evidence of knowledge, skill, and performance in one or a maximum of two additional knowledge/skill areas if the entry applies. Additional entry forms must be completed and inserted in the appropriate sections of the portfolio as is done with any other entry used in multiple areas.

Summary: PDP

1. Who completes a PDP?

Each year a PDP is prepared for and completed by all educators. The PDP usually requires completion of all activities in one year, but in some cases, completion of some PDP activities may be targeted for more than one year, if an educator is on a multi-year evaluation cycle. In such cases, a new or adjusted PDP should be developed for year two.

Note: For central office administrators on multi-year cycles, a new or updated PDP will be developed and implemented each year. However, some parts of the new PDP may be carryovers from the preceding plan.

2. What does the PDP cover?

The PDP contains objectives and activities in three focus areas: improvement of performance in selected knowledge and skill areas, student achievement/program improvement, and personal/professional growth. All central office administrators are required to implement plans for a) improvement in weaker knowledge and skill areas and b) improvement in an area of student achievement/development or program implementation if their ESR scores are mostly "3s" and "4s." Central office administrators on multi-year evaluation cycles who are performing well (scores of mostly "3" and "4") in the first two areas may also target an objective for personal/professional growth.

3. When is the PDP form filled out?

The top half (planning portion) of both sides of the PDP is completed by the central office administrator and evaluator either at the Evaluation Summary Conference or at another time

shortly after a full evaluation is completed. The central office administrator supplies information required of him/her on the lower half of the sheet (assessment results and benefits) after completing the planned activities and assessments. The evaluator provides comments and next steps to be taken after reviewing the central office administrator's assessment results and benefits descriptions.

4. When and how is the PDP Scored?

All completed PDP forms become part of the administrator's portfolio as an artifact under the area of "Leadership of Human Resources" and may also be used for a maximum of two additional knowledge/skill areas if the entry applies. The PDP is not scored but is considered with the other lines of evidence for that knowledge/skill area during the next full evaluation.

APPENDICES

APPENDIX A:

**Framework for Recruitment, Selection, Development, and Evaluation
of Alabama School Administrators: Central Office Administrators**

**FRAMEWORK FOR RECRUITMENT, SELECTION,
DEVELOPMENT, AND EVALUATION OF ALABAMA
SCHOOL ADMINISTRATORS**

CENTRAL OFFICE ADMINISTRATORS

March 1997

**Alabama Department of Education
Dr. Joseph B. Morton, State Superintendent**

FRAMEWORK FOR RECRUITMENT, SELECTION, DEVELOPMENT, AND ASSESSMENT OF ALABAMA SCHOOL ADMINISTRATORS

CENTRAL OFFICE ADMINISTRATORS

Competency A: Leadership For A Results-Oriented Organization

Task A1: Create an environment of quality that is focused on customers, continuous improvement, and data-driven decisions.

Effective Alabama school leaders develop a clear focus on the needs of students as the primary customers for the work of the schools. They understand the needs and expectations of those whose support is needed, if students are to be served effectively. These groups include boards of education, parents, business leaders, senior citizens, and leaders of community agencies. To transform our schools into organizations of this kind, every central office administrator will have knowledge of quality focused decision-making processes that are consistent with the beliefs that guide the school system. He/she will be able to analyze the organization of the programs, services, agencies within his/her areas of responsibility in order to lead change processes.

Results-oriented leaders work to understand the schools, programs, and systems they inherit. They articulate intended changes in ways that are persuasive and compelling to others. They envision and communicate changes in ways that are consistent with the values of the organization. They identify stakeholders and work smoothly and easily in a multiple stakeholder environment. Using a variety of methods and interpersonal skills, they not only market change, but go about creating a structure to support it.

Knowledge And Skills

- Able to demonstrate knowledge of “quality” processes and practices
- Able to lead analysis of programs/services, organization and lead change processes
- Able to identify stakeholders
- Able to work in an environment of multiple stakeholders
- Able to market change
- Able to demonstrate interpersonal skills

- Able to link the parts of the school system organization for which he/she is responsible to system vision
- Able to serve as an effective line administrator

Commitments

The central office administrator believes in, values, and is committed to:

- quality education exemplified by high academic achievement and success of all students.
- an organization that supports quality education.
- inclusion of all members of the school community.
- continuous examination of practices and collection of data essential to that examination.
- doing the work required for high levels of personal and organization performance.
- student learning as the fundamental purpose of schools.

Competency A: Leadership For A Results-Oriented Organization

Task A2: Create and implement a vision based on beliefs, values and commitments.

Leadership means building a vision of what the organization can be and what it can attain, a vision that calls those who make up the organization to excellence through the accomplishment of a common mission and common goals. An administrator in today's schools is that kind of leader. He/she is able to develop the values, beliefs, and commitments that further the purpose of the school(s), the ability of students to learn, the roles of family and community, and the focus of school/school system activity. Using these building blocks and a broad range of collaboration and communication skills, the central office administrator involves his/her staff, building administrators, teachers, parents/guardians, community leaders, citizens, community agencies, and students (when appropriate) in creating and implementing the vision for the programs and services he/she leads. Leading these efforts requires that the administrator understand the distinctions among and the purposes of a vision, a mission, goals, and objectives and how to promote student achievement as the centerpiece of the organization's activities. Communicating the vision requires that the administrator possess excellent communication skills, both oral and written, that he/she understands motivation and is able to motivate members of the organization and customers to embrace the vision, and that he/she can use symbols, ceremonies, and traditions as integral parts of the vision building process.

In the results-oriented school system, the superintendent will lead development of a vision,

mission, and goals at the system level, then require and support the same developmental processes at all other levels of the organization.

Knowledge And Skills

- Able to identify values, beliefs, and commitments in a) the school organization, b) community
- Able to develop collaborative relationships among educators, staff, and consumers
- Able to write and speak fluently and correctly
- Able to demonstrate appropriate use of symbols, ceremonies, and traditions in building and communicating a vision
- Able to demonstrate appropriate understanding and use of vision and mission statements, goals and objectives
- Able to coordinate efforts to create and implement a vision for programs and services within his/her areas of responsibility

Commitments

The central office administrator believes in, values, and is committed to:

- looking beyond present organization, activities and outcomes to what can be.
- collaboration, shared leadership, and development of human resources within the school system and community.
- the educability of all students.

Competency A: Leadership For A Results-Oriented Organization

Task A3: Coordinate school/system/program planning to accomplish vision and mission.

Creating and implementing a vision requires strategic planning at the system level and complementary planning at all other levels of the organization. It is the responsibility of the central office administrator to lead and coordinate planning processes in his/her areas of responsibility, drawing upon knowledge and skills in planning, assessment, and evaluation. The administrator identifies the gap between the current conditions in and productivity of programs and services and desired conditions and productivity, identifies inhibitors within his/her operations to the accomplishment of school system vision, mission, and goals and the vision, mission, and goals of this segment of the organization. He/she assembles and communicates

assessment and evaluation data in a compelling manner that causes persons within the organization and customers to embrace needed changes. Implementation of effective strategic planning requires knowledge of that process, ability to create planning teams, ability to translate vision into action, knowledge of organizational design and alternative organizational structures, understanding of positional roles and responsibilities within various structures, the ability to develop strategies to eliminate or overcome barriers to achievement of mission, vision, and goals once barriers have been identified, and the ability to create entirely new organizational structures, when needed.

As suggested in the previous task, strategic planning includes the establishment of clear, distinct, program level goals and benchmarks of progress toward their accomplishment. These goals should be consistent with the overarching vision, mission, and goals of the school system. The effective administrator has knowledge of goal-setting processes, the ability to write clear goals and related short-term objectives, and the ability to establish appropriate benchmarks of progress.

Knowledge And Skills

- Able to assess gap between current state of organization and operations and desired state articulated or implied in the school system vision, mission, and goal statements
- Able to identify barriers to achievement of vision, mission, and goals and develop strategies to eliminate or overcome them
- Able to assemble and communicate assessment data in a compelling fashion
- Able to demonstrate knowledge of strategic planning and school planning processes, including goal setting
- Able to create planning teams, involving both members of the organization and customers
- Able to translate vision into action plan
- Able to demonstrate knowledge of alternative organizational structures and invent new structures for use in his/her areas of responsibility
- Able to demonstrate understanding of positional roles and responsibilities within various organizational structures
- Able to write clear, distinct goals and objectives

Commitments

The central office administrator believes in, values, and is committed to:

- taking risks to improve the system, schools, student learning, and programs/services for which he/she is responsible.
- change when change is needed.
- maintaining the personal mental flexibility needed to lead a dynamic organization, program, or service.

Competency A: Leadership For A Results-Oriented Organization

Task A4: Monitor and evaluate progress toward goals

What is evaluated is what is emphasized in any organization. Once long-term goals and short-term objectives for a program or service are identified, the administrator leads benchmarking and other measurement and evaluation processes. Since student achievement is the focal point of the organization and its activities, these evaluative processes will be anchored by student achievement data, but will require additional data of a variety of kinds. Progress toward accomplishment of goals cannot be known or communicated unless data exist to support the judgments.

In this data-driven environment, the administrator needs knowledge and skill in the benchmarking process, measurement systems, and evaluation models. He/she, in collaboration with stakeholders, leads design of an assessment/evaluation system for his/her operations that provides data consistent with the goals and student performance standards of the school system. He/she leads the process of investigating existing “quality” programs and practices to establish benchmarks of progress. He/she leads implementation of the processes of gathering, analyzing, prioritizing and integrating data about programs, organization, operations, and community relationships that are instrumental in improving the programs/services for which he/she is responsible. The administrator also monitors these continuous evaluation activities and communicates results and plans for improvement to all his/her stakeholders.

Knowledge And Skills

- Able to lead benchmarking processes
- Able to select and lead implementation of measurement systems and evaluation models appropriate to school system and program goals and student performance standards
- Able to lead design of student assessment programs consistent with school system goals and performance standards (administrators responsible for student assessment/testing)
- Able to interpret and use student assessment data for improvement of programs and services, when appropriate

- Able to interpret, integrate and prioritize data from multiple sources
- Able to design, manage and monitor a comprehensive evaluation program
- Able to determine needed revisions and improvement in programs, practices, organization based on available data
- Able to communicate clearly data from student assessment, program evaluation, and benchmarking activities to customers and members of the organization within his/her sphere of influence

Commitments

The central office administrator believes in, values, and is committed to:

- continuous, comprehensive evaluation.
- high-quality standards, expectations, and performances.
- data-based decision making.

Competency A: Leadership For A Results-Oriented Organization

Task A5: Provide leadership to program development and implementation

As a leader of specific programs and services within the school system, the central office administrator has three major responsibilities: to ensure that the operations and programs for which he/she is responsible support/enhance student learning and instruction rather than impede them, to remove barriers to effective and efficient program/services operations, and to ensure that programs/services are accessible to and meet the needs of all potential consumers.

In the first area of responsibility, the administrator identifies day-to-day challenges faced by school system administrators and teachers, recognizes barriers to learning and teaching that may be related to the programs/services for which he/she is responsible, and works to solve problems.

In the second area of responsibility, the administrator regularly monitors programs and services to identify barriers to effectiveness and efficiency. Then he/she sees that those obstacles are removed.

The third area of responsibility requires that the administrator identify all potential consumers and regularly assess their needs, including the accessibility of programs and services to them.

Knowledge And Skills

- Able to identify challenges in the schools and areas of his/her responsibility
- Able to recognize and dismantle barriers to instruction, programs, and services
- Able to lead comparisons of existing programs and services with system goals, mission, and vision
- Able to ensure that current information on curricular and instructional innovations are available in the schools (administrators/supervisors responsible for curriculum and instruction)
- Able to identify consumer needs and accessibility to programs/services
- Able to provide time across the system for curricular and instructional planning (administrators/supervisors responsible for instruction and curriculum)
- Able to recognize consistency or lack thereof between practices and system goals, mission, and vision
- Able to demonstrate understanding of curriculum alignment and curriculum cohesiveness and facilitate development of curriculum frameworks (administrators/supervisors responsible for curriculum and instruction)
- Able to identify and resolve equal access problems
- Able to ensure that up-to-date instructional resources (print and non-print) are available to teachers (administrators/supervisors responsible for curriculum and instruction)

Commitments

The central office administrator believes in, values, and is committed to:

- providing leadership, not just management.
- making teaching and learning his/her highest priority.
- keeping abreast of teaching/learning research and best school/school system practices.
- keeping abreast of innovations and best practices in his/her areas of responsibility.

Competency A: Leadership For A Results-Oriented Organization

Task A6: Create, identify, encourage and adopt innovative ideas

Accomplishment of a vision requires risk-taking, creativity, and innovation. The central office administrator in the results-oriented school system is a risk-taker who supports innovation. He/she is a creative thinker and supports creativity in others. As more decisions are decentralized and school system administrators and teachers are given more control over tools and methods the central office administrator ensures that innovative efforts lead to desired results. In addition, the administrator ensures that successful innovations are maintained beyond the time of the original implementers and leaders. When innovations are successful, the administrator celebrates them; when they are unsuccessful, he/she is able to reframe the failures positively, help the organization learn from them, and move on.

Knowledge And Skills

- Able to think creatively and innovatively and support those skills in others
- Able to identify opportunities/areas for innovation
- Able to stimulate thinking
- Able to identify successes and develop appropriate celebrations
- Able to reframe failures positively, helping the organization learn from them
- Able to institutionalize innovations

Commitments

The central office administrator believes in, values, and is committed to:

- taking risks and supporting risk taking in others.
- subordinating one's own interest to the good of the community and the schools.
- innovations that lead to desired results.
- incorporating into the school system good ideas developed by the board, other administrators, teachers, students, parents, and other stakeholders.

Competency B: Leadership For A Customer Focused Organization

Task B1: Develop a customer orientation

If the school system is to be a customer-focused organization dedicated to continuous improvement in that relationship, guided by data-driven decisions, all administrators are key to developing and communicating to stakeholders the customer orientation. They market the school system drawing on the principles of a customer-supplier relationship, knowledge of community demographics, knowledge of community expectations, and understanding of the educational processes necessary to change those expectations, when necessary.

It is the superintendent and his/her administrative team who establish students as the primary customers of the school system and ensure that the activities of the schools are centered on the academic work of students. It is the administrative team that builds stakeholder understanding of both the common and unique needs of the students served by the school system, and it is this team that sets standards for continuous improvement in service to students and to stakeholder groups whose support is needed in order for students to achieve academic success.

Knowledge And Skills

- Able to demonstrate knowledge of customer-supplier relationship
- Able to identify secondary customer groups (support groups)
- Able to identify and prioritize system-wide student needs, and the needs and expectations of support groups
- Able to use marketing strategies to develop common understandings of customer needs
- Able to communicate customer orientation to stakeholders

Commitments

The central office administrator believes in, values, and is committed to:

- establishing a customer oriented organization.
- continuous improvement in service to customers.
- marketing the school system.

Competency B: Leadership For A Customer Focused Organization

Task B2: Create an environment of collaboration

Establishing and maintaining a customer-focused school system requires extensive collaboration among those who make up the organization and among the schools, parents, community agencies, potential employers, and other stakeholder groups. Every administrator must set the tone, teach, and model the principles and processes of collaboration, and initiate and support collaborative activities. The effective administrator empowers staff, teachers, students, parents, community, and the corporate sector (all those who serve or are served by his/her programs and services) by engaging them in identifying and solving problems, in developing and delivering programs and activities consistent with the vision, mission, and goals, and in obtaining and allocating resources (a climate of shared decision-making).

Knowledge And Skills

- Able to model and teach collaboration skills and processes
- Able to build community, rather than simply respond to community
- Able to lead problem-solving processes
- Able to identify sources of funding and other resources and obtain needed resources

Commitments

The central office administrator believes in, values, and is committed to:

- shared decision making.
- collaboration.
- using the influence of one's office constructively and productively in the service of all schools, students, families, and the community.
- using the resources of the community (agencies, organizations, and legal systems) to protect students and improve their opportunities.

Competency C: Leadership of Human Resources

Task C1: Recruit, select, and retain quality administrative, teaching and support staff

The success of the school system envisioned in the previous competencies is clearly dependent on the quality of its staff. Every administrator is instrumental in recruiting, selecting, and

retaining quality staff who share the school system's vision, are committed to its mission and goals, and provide the diversity of race/ethnicity, background, gender, training, and creativity essential to the results-oriented school system.

Staff recruitment and selection requires administrator understanding of the culture of the schools and school system, a plan for short-and long-term recruitment, understanding of federal, state, and local employment laws and policies, understanding of local employment procedures, and clear definition of the specific roles and responsibilities new staff members will fulfill. The administrator recruits staff for his/her operations who share the school system's vision, mission and goals, communicates those foundational elements to candidates, and assesses their knowledge, skills, values, and commitments.

An administrator who is building a collaborative, customer-oriented environment involves stakeholders in the recruitment and selection processes and avoids any appearance of nepotism in employment decisions. He/she will involve school system administrators and their faculties in employment decisions within their schools, making them extremely influential in these decisions within the context of the results-oriented school system.

Not all central office administrators have the final word in employment decisions for their programs and services. However, they will be extremely influential in these decisions within the context of the results-oriented school system.

An administrator's responsibility for staffing does not end with the employment decision. Retention of quality staff who contribute to improvement in student learning and quality instruction, the centerpieces of the school system's vision, is not easy. They will be in demand, both in- and out-of-state. The administrator will need to understand human motivation and the use of incentives and to provide personal support and resources necessary to retain personnel. He/she will also establish high standards for personnel performance, ensure rigorous supervision and evaluation of personnel and removal/replacement of non-contributors in his/her areas of responsibility in the context of applicable laws and policies.

Knowledge And Skills

- Able to apply understanding of the school system's culture
- Able to develop and implement a recruitment plan
- Able to apply knowledge of federal, state, and local employment laws and policies to recruitment and selection procedures and retention decisions
- Able to apply understanding of local employment procedures
- Able to develop job descriptions
- Able to communicate school system and program visions, missions, and goals to potential staff members

- Able to assess candidate's knowledge, skills, values, and commitments
- Able to involve stakeholders in recruitment and selection processes
- Able to develop a plan for retaining quality staff, which includes use of incentives

Commitments

The central office administrator believes in, values, and is committed to:

- building a quality staff.
- data-driven employment and dismissal decisions.
- involvement of stakeholders in employment and retention decisions.

Competency C: Leadership of Human Resources

Task C2: Implement effective supervision and evaluation programs

In the results-oriented school system, supervision and evaluation of staff are important components of continuous school improvement based on data-drive decisions. The supervision and evaluation processes provide the data that drive the professional development program, matching of staff with leadership opportunities, and staff retention decisions.

The effective administrator understands the principles and processes of effective supervision and evaluation, and ensures that they are implemented throughout the school system. He/she understands state and local evaluation policies, communicates them clearly (both orally and in writing) to all appropriate staff and stakeholders, assigns specific evaluation responsibilities to appropriate personnel (when applicable), and regularly monitors implementation. He/she supervises and evaluates all persons directly responsible to him/her and ensures that all persons responsible for personnel evaluations are adequately trained for these responsibilities.

The administrator also ensures that the evaluation results are used in developing professional development and staff assistance programs and that adequate fiscal and human resources are available in his/her areas of responsibility to carry out both comprehensive personnel evaluation and staff development programs.

Knowledge And Skills

- Able to apply principles of effective supervision

- Able to understand and implement state and local personnel evaluation policies and procedures
- Able to communicate evaluation policies and procedures clearly, both orally and in writing
- Able to carry out staff evaluations consistently and objectively
- Able to develop and fund comprehensive personnel evaluation and development programs consistent with system vision, mission and goals
- Able to involve stakeholders appropriately in supervision and evaluation processes

Commitments

The central office administrator believes in, values, and is committed to:

- supervision and evaluation of staff as an integral part of school and school system improvement.
- setting high expectations for performance and holding persons accountable for performance.

Competency C: Leadership of Human Resources

Task C3: Promote and lead professional development of staff

The results-oriented school system is dedicated to development of its human resources: students, families, and staff. As previously indicated, the superintendent gives leadership to data collection programs and processes that drive student, staff and family development (e.g., student assessment, staff supervision and evaluation, program evaluation, community and employer needs assessments). Central office administrators and building principals are responsible for implementing these programs and processes within their areas of responsibility. They also lead efforts to translate data into program/services improvement and system-wide improvement through processes such as strategic planning, school improvement planning, goal setting, curricular and instructional planning, and a well-developed professional development program for staff. Professional development is defined here as the activities of individuals and organizations designed to help each individual improve performance in his/her current role and responsibilities.

The administrator's promotion and leadership of professional development begins at home. He/she accepts constructive criticism, acknowledges limitations, openly identifies performance areas needing improvement and implements a plan for bringing about improvements. In short, the administrator models the commitments sought from others in the organization.

An effective, professional development program begins with a new staff member's induction into the school system. The effective administrator provides thorough orientation to the system's vision, mission, goals, organization, and operational procedures and ensures that appropriate induction and mentoring processes are implemented in all programs/services for which he/she is responsible.

In establishing an ongoing professional development program for all staff in his/her areas of responsibility, the administrator demonstrates and communicates understanding of the relationship between evaluation data and professional development activities, provides personnel and training that help staff translate evaluation data into clearly defined professional development goals and activities, ensures group and system-wide staff development programs to address common needs, and creatively provides development opportunities for individuals from available resources. Undergirding all of this activity is the administrator's understanding of incentives likely to promote optimum performance of individuals and organizations and commitment to providing a strong human support system within his/her areas of responsibility.

Knowledge And Skills

- Able to lead the development of orientation and induction programs
- Able to understand and communicate linkage between evaluation data and professional development activities
- Able to provide resources, personnel, and training essential to effective staff development programs
- Able to create professional development opportunities
- Able to use incentives to improve the performance of the organization and the individuals within it

Commitments

The central office administrator believes in, values, and is committed to:

- life-long learning for self and others.
- professional development as an integral part of school system improvement.
- development of a strong human support system within the school system and the programs/services for which he/she is responsible.

Competency C: Leadership of Human Resources

Task C4: Promote others as leaders

Developing an organization dedicated to transforming itself and to continuous improvement is not a one-person activity. A responsibility of a leader in the organization is to accept, promote, develop and support leadership in others.

The effective central office administrator understands the leadership required of teachers in classrooms, principals in schools, and others who carry out the numerous functions of the schools and the school system. This administrator identifies the unique leadership capabilities of each of his/her staff members, identifies opportunities and designs situations in which each can emerge as a leader and provides mentorship as they demonstrate their leadership skills. The administrator will use staff knowledge and expertise in decision-making. He/she will possess effective listening, observation and interpersonal skills and will match staff capabilities with leadership opportunities. In short, the administrator becomes a leader of leaders rather than a supervisor of followers and requires that same behavior of others within the organization who report to him/her.

Knowledge And Skills

- Able to identify leadership skills involved in teaching and other school and system functions
- Able to identify unique leadership capabilities of others and match them with leadership opportunities
- Able to mentor others and to identify others with mentoring capabilities
- Able to listen, observe, and interact effectively with staff at all levels of the organization
- Able to lead leaders

Commitments

The central office administration believes in, values, and is committed to:

- using staff knowledge and expertise in decision-making.
- sharing leadership.
- decreasing emphasis on command and control.
- seeing leadership as learned knowledge and skills

- requiring the development of leaders from within the programs/service areas for which he/she is responsible.

Competency D: School System Management

Task D1: Focus operation of programs, administrative units, and support services on the work of students

Among the most significant management tasks of the central office administrator is creation of an operational setting in which teaching and learning can proceed smoothly. To create this setting he/she functions as a catalyst, monitor, and publicist, ensuring that schools and school system operations under his/her leadership are organized to support student engagement in academic work.

To manage daily program/service area operations, the administrator uses a working knowledge of basic school operations, productive organizations, and applicable legislation and policies. He/she leads staff in determining effective space utilization and schedules that are efficient, productive, and protective of instructional time.

The administrator's monitoring activities include regular and timely visits to all programs and services in his/her area of responsibility to ensure that they are functioning smoothly and that facilities are being used effectively.

As publicist, the administrator uses a variety of means (newsletters, handbooks, orientation sessions, e-mail, internet) to communicate the work and productivity of programs and services to all stakeholder groups.

Knowledge And Skills

- Able to demonstrate knowledge of basic school operations, productive organizations, and applicable laws and policies
- Able to protect instructional and learning time, work time
- Able to plan facilities utilization and schedules
- Able to determine effectiveness of operations and facilities utilization
- Able to prepare and deliver appropriate communications (oral and written) procedures, rules, work and productivity

Commitments

The central office administrator believes in, values, and is committed to:

- student learning as the highest priority of the organization
- engagement of all stakeholder groups in management decisions
- regular visitation to and interaction in programs and services for which he/she is responsible

Competency D: School System Management

Task D2: establish and maintain a positive educational climate

The climate of the school system is critical to student learning and to the well-being of all those who interact in school and system environments. Administrator knowledge and skill in climate setting is essential. He/she communicates high expectations for student, educator and staff performance, for their accomplishments, promotes acceptance of differences among individuals, ensures opportunities for positive interactions among stakeholder groups and gives recognition to efforts of stakeholders to improve learning and the organization. Additional administrator activities that contribute to school system climate are funding and support of programs that support the school system's goals, mission and vision, and maintenance of facilities (both their physical repair and appearance).

A positive school system climate is also dependent on orderliness, freedom from major student disciplinary problems, disruptive events, and conflicts among those who work in the school system (students, staff, board, others). The effective central office administrator is knowledgeable of laws and policies that pertain to disciplinary actions and conflict resolutions and engages all stakeholder groups in developing and maintaining appropriate policies and procedures. He/she holds persons accountable for their actions and for maintaining policies and procedures. When problems arise, the administrator gathers and analyzes information related to the problem, and applies established policies and procedures in a fair and timely manner. He/she is adept in the use of mediation and conflict management skills, communication of legal requirements, and communication of organizational expectations, policies, and procedures to customers and stakeholders.

Knowledge And Skills

- Able to communicate high expectations for student, educator, staff, and program performance
- Able to develop appropriate means of recognition and rewards for accomplishments and efforts to improve programs, services, teaching and learning, and/or school system environment

- Able to promote acceptance of differences among individuals
- Able to create opportunities for positive interactions among stakeholders
- Able to identify and provide programs that support goals, mission, and vision
- Able to maintain physical repair and appearance of physical facilities within his/her areas of responsibility
- Able to apply knowledge of state and federal laws and policies to development of program/services policies and procedures
- Able to hold persons accountable for actions
- Able to analyze conflicts and develop solutions which are applied consistently and fairly
- Able to use mediation and conflict management skills effectively
- Able to understand legal terminology

Commitments

The central office administrator believes in, values, and is committed to:

- acceptance of diversity within the school system.
- an organization that promotes achievement, success, and the efforts of the individuals within it.
- an orderly environment in which all persons are treated fairly and equitably.
- a school system free from unresolved conflicts among its inhabitants.

Competency D: School System Management

Task D3: Create a safe, secure work environment

Maintaining the safety and security of persons working and interacting in his/her areas of responsibility is also an important aspect of the administrator's responsibility. The administrator ensures that all facilities under his/her supervision are safe and that they are used appropriately. He/she keeps the facilities free from weapons, drugs, alcohol, violence and persons who would bring these disruptive forces to the organization. He/she ensures that stakeholders feel safe and secure in the facilities and does it within the context of federal, state and local laws and policies.

Knowledge And Skills

- Able to identify aspects and uses of facilities that are unsafe and solve those problems
- Able to develop and implement plans for maintaining substance, weapon, and violence-free facilities
- Able to make customers and members of the organization feel safe and secure
- Able to create a safe, secure environment within the context of applicable laws and policies

Commitments

The central office administrator believes in, values, and is committed to:

- maintaining a safe, secure environment free from violence, drugs, and alcohol.
- maintaining an organization that upholds local, state, and federal laws and policies.

Competency D: School System Management

Task D4: Manage Services and Programs

The central office administrator is responsible for planning, implementing, and evaluating support services (e.g., instructional supervision, janitorial services, maintenance, finance, personnel, guidance services, transportation system, health services, food services) under his/her supervision. He/she will ensure that comprehensive plans for all services and administrative units are developed and that all potential users have equal access to those services. Further, he/she will ensure that accurate, comprehensive record systems are in place. He/she will regularly monitor the implementation and quality of the services provided.

Additionally, the administrator is the key person in forging partnerships between his/her operations and social agencies, human service agencies, community organizations and the corporate sector, essential to meeting the needs of students, families, and schools.

Knowledge And Skills

- Able to lead development and implementation of comprehensive services
- Able to develop accurate, comprehensive record system
- Able to demonstrate knowledge of local and state social agencies, human service agencies and community organizations and develop partnerships with them

- Able to monitor and evaluate the effectiveness of services and programs

Commitments

The central office administrator believes in, values, and is committed to:

- Maintaining comprehensive services and programs that facilitate teaching and learning
- Collaboration with local and state agencies and organizations that can assist in improving the educational process and the programs and services under his/her supervision.

Competency D: School System Management

Task D5: Manage professional responsibilities

While it may have been implied, but not necessarily stated, in previous competencies and tasks, the central office administrator performs all duties in a professional manner; i.e., completes tasks accurately and on time, demonstrates punctuality for work, meetings and appointments, considers the interests of all stakeholders when making decisions in a timely manner, and responds to requests for service in a positive manner.

The administrator is a pipeline or conduit for information to and from programs/services to the schools and other segments of the organization. He/she maintains accurate, up-to-date information about his/her programs and services, their customers and activities. He/she provides information to the superintendent, parents, community, and schools in a timely manner and an appropriate format.

As suggested at several points in this document, the administrator is responsible for implementation of federal, state and local laws and policies in a number of areas. He/she has thorough understanding of the body of legislation, policy, and procedure in which the school system and his/her programs operate, communicates it clearly to staff and stakeholders, and monitors its implementation.

Finally, the administrator models positive involvement in the community, establishes effective communication systems among stakeholders in the organization and between the school system and community. Within these communication systems, his/her personal oral, written, and technological communication skills serve as the model for others.

Knowledge And Skills

- Able to complete tasks accurately and on time
- Able to demonstrate punctuality to work, meetings, appointments

- Able to demonstrate consideration of the interests of all stakeholders when making decisions
- Able to make decisions in a timely manner
- Able to respond to requests for service positively
- Able to maintain accurate; up-to-date information about the schools and school system
- Able to provide information and data in a timely manner and appropriate format to the superintendent and other users
- Able to communicate understanding of federal, state, and local laws, policies, and procedures
- Able to establish effective communication systems
- Able to model oral, written, and technological communication skills
- Able to model positive involvement in the community

Commitments

The central office administrator believes in, values, and is committed to:

- professional behavior
- effective communication
- creating a model for others in the organization

Competency E: Management of School System Resources

Task E1: Manage fiscal resources

The central office administrator is responsible for acquiring, budgeting, and allocating resources in ways that will achieve the system's agreed upon goals, mission, and vision. Since the focal point of the goals, mission, vision, and all school activity is student learning, the relationship between allocation of fiscal resources and activities to improve student achievement should be evident. In the results-oriented school system, every administrator involves stakeholders in fiscal processes and decisions, drawing upon knowledge of the State Foundation program, sound accounting procedures, and requirements of federal, state, and local laws and policies. He/she establishes sound procedures for receiving and disbursing funds and for record keeping. He/she

understands auditing procedures and ensures that fiscal records for all funds in his/her areas of responsibility are audited regularly.

Sound fiscal management also means forecasting future needs in people, facilities, operating funds, and equipment essential to teaching and learning and supporting programs/services, then developing and implementing plans for acquiring resources from the board, community, and elsewhere. Forecasting requires that the administrator understand processes for projecting student enrollments and facilities needs based on enrollments and cyclical renovation. Forecasting equipment needs requires the gathering of data about current and future innovations and practices in the schools and his/her programs/services as well as data about future student, family, educator and staff numbers.

To acquire needed resources, the administrator prepares plans and proposed budgets for the superintendent and others as requested and develops proposals for submission to potential funders. Once budgets have been completed and resources have been acquired, the administrator keeps staff, school personnel and the superintendent informed about the status of budget requests, budget allocations, and expenditures. Further, he/she oversees expenditures and maintenance of system and school budgets within his/her areas of responsibility.

It is also the responsibility of the administrator to understand and conduct, when requested, contract negotiations utilizing available resources to the benefit of students. In fulfilling this responsibility, he/she must understand contractual language, EEOC guidelines, tenure and dismissal laws, and due process.

Knowledge And Skills

- Able to lead staff and other stakeholders in budget preparation and allocation of resources to achieve goals, mission, and vision
- Able to demonstrate knowledge of State Foundation program, accounting procedures and requirements of federal, state, and local laws and policies
- Able to establish procedures for receiving and disbursing funds and keeping records
- Able to understand auditing procedures and facilitate regular audits of fiscal records
- Able to forecast personnel, facilities, equipment and operating needs over several years
- Able to market fiscal needs to school system authorities and stakeholder groups
- Able to identify potential funding agencies and prepare proposals
- Able to manage budgets

- Able to manage contract negotiations when requested, employing understanding of applicable laws and policies

Commitments

The central office administrator believes in, values, and is committed to:

- sound fiscal operations
- aggressively seeking resources needed to improve student learning, schools, and school system programs and services
- planning for the future
- involving administrators, teachers, staff and other stakeholder groups in fiscal planning and management

Competency E: Management of School

Task E2: Manage information technology

Schools, as other organizations, are increasingly dependent on technology in improving the effectiveness and efficiency of their operations. Student customers now need advanced technological knowledge and skills to meet the requirements of the workplace. Technology offers great opportunities for improving communication among stakeholders and for professional development of staff. Ultimately, this means that the administrator must possess a high level of technological knowledge and be able to apply it to the operation of the school system, leadership of the instructional program, human resource development, and leadership of his/her programs and services. He/she works with the superintendent and other administrators, teachers and staff to project technology needs and acquires hardware and software resources that will facilitate accomplishment of system and program goals, mission, and vision. He/she oversees development and implementation of plans for maintaining and upgrading existing hardware and software in his/her areas of responsibility. He/she provides the assistance and professional development staff and educators need to make technology a useful tool and to develop their technological knowledge and skills. Further, the administrator guides the application of technology to fiscal and facilities management, data gathering and analysis, and communication within the organization and with customers. He/she serves as a catalyst and facilitator of the use of technology in staff development. His/her personal use of the opportunities afforded by technology to network with colleagues, participate in distance learning, and acquire new knowledge serves as a model for others.

Knowledge And Skills

- Able to apply technological knowledge and skills to operation of his/her programs and services (e.g. fiscal and facilities management, data gathering and analysis, communication)
- Able to project technology needs and acquire appropriate equipment, hardware and software
- Able to develop and implement plans for maintaining and upgrading existing hardware and software
- Able to facilitate the use of technology as a useful tool and to develop the technological knowledge and skills of staff and educators within his/her areas of responsibility
- Able to use technology in professional development (own and others)

Commitments

The central office administrator believes in, values, and is committed to:

- full utilization of technology in the schools and in school system operations.
- modeling the use of technology.
- acquiring the technology needed in a 21st century system.

APPENDIX B:

Instruments/Forms

- 1. Self-Assessment Instrument**
- 2. Interview Instrument**
- 3. Central Office Administrator Portfolio Entry Form**
- 4. Supervisor's Review Form**
- 5. Evaluation Summary Report**
- 6. Professional Development Plan**

Self-Assessment Instrument

Central Office Administrator: _____ Date: _____



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

As you try to rate yourself in these knowledge/skill areas, think about how you have applied them to your designated responsibilities as a central office administrator.

- | | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| 1. Communication Knowledge and Skills | | | | |
| <ul style="list-style-type: none"> • Demonstrates interpersonal skills • Writes and speaks fluently and correctly • Writes clear, distinct goals and objectives • Communicates complex data in a compelling fashion • Communicates clearly data from student assessment, program evaluation, and benchmarking activities to customers and members of the organization • Provides current information on curricular and instructional innovations (where appropriate to position) • Communicates school system, vision, mission, and goals to stakeholders and others • Communicates personnel evaluation policies and procedures clearly, both orally and in writing (where appropriate to position) • Understands and communicates linkage between personnel evaluation data and professional development activities (where appropriate to position) • Communicates (oral and written) school system, administrative unit routines, procedures, rules, and expectations to appropriate others • Listens and interacts effectively • Communicates high expectations for student, staff, and program performance • Communicates understanding of federal, state, and local laws, policies, and procedures • Establishes effective communication systems | | | | |
| 2. Collaboration Processes and Skills | | | | |
| <ul style="list-style-type: none"> • Identifies and involves stakeholders • Develops collaborative relationships among educators, program staff, and consumers • Coordinates efforts to implement a school system vision • Creates teams, involving both members of the organization and customers • Models and teaches collaboration skills and processes • Builds community (rather than simply responds to community) • Demonstrates knowledge of role of local and state social agencies, human service agencies, and other community organizations and develops partnerships with them • Involves stakeholders in a variety of activities and processes | | | | |

Self-Assessment Instrument (cont.)

KEY	1 - Unsatisfactory		3 - Area of Strength	
	2 - Needs Improvement		4 - Demonstrates Excellence	
3. Assessment/Measurement/Evaluation Knowledge and Skills	1	2	3	4
<ul style="list-style-type: none"> • Assesses gaps between current state of the organization and desired state • Able to assemble, analyze, and synthesize assessment data • Leads benchmarking processes • Selects and implements measurement systems and evaluation models appropriate to state goals, school system goals, and student performance standards • Designs student assessment programs consistent with school goals and performance standards (where appropriate to position) • Interprets, integrates, and prioritizes data from multiple sources • Designs, manages, and monitors a comprehensive evaluation program in areas of responsibility • Determines needed revisions and improvements in programs, practices, and organization based on available data • Identifies needs for special programs and initiates those programs • Recognizes consistency or lack thereof between current operations and activities and goals, mission, and vision • Identifies and prioritizes student needs, and the needs and expectations of other groups • Understands and implements state and local personnel evaluation policies and procedures (where appropriate to position) • Carries out staff evaluations consistently and objectively (where appropriate to position) 				
4. Organizing for Results	1	2	3	4
<ul style="list-style-type: none"> • Leads change processes effecting the school organization • Markets change • Links program/services organization to school system vision and mission • Demonstrates appropriate understanding and use of vision and mission statements, goals and objectives • Identifies values, beliefs, and commitments in a) school system organization, b) community • Demonstrates knowledge of alternative organizational structures and invents new ones when needed • Uses marketing strategies to develop common understandings of customer needs • Provides continuous improvements in service to customers • Establishes and maintains customer focused school/programs/services • Clearly defines roles and responsibilities of all stakeholders and customers 				

Self-Assessment Instrument (cont.)



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

5. Planning

1 2 3 4

- Demonstrates knowledge of “quality” processes and practices
- Develops the values, beliefs and commitments that further the purpose of the school system, the ability of students to learn, the roles of family and community, and the focus of school system activity
- Understands strategic planning and school improvement planning
- Develops the planning processes including goal setting
- Translates school system vision into an action plans in areas of responsibility
- Establishes clear, distinct, program/services/activity level goals and benchmarks of progress toward their accomplishment
- Leads planning processes that result in plans for multiple areas of need
- Plans for the future and forecasts needs over several years

6. Federal/State/Local Laws and Policies

1 2 3 4

- Demonstrates understanding of federal, state and local employment policies
- Applies laws and policies to supervision and evaluation of personnel
- Applies knowledge of laws and policies to development of system/program/activity level policies and procedures and to disciplinary actions
- Maintains an organization that upholds local, state, and federal laws and policies
- Implements federal, state, and local laws and policies in multiple areas
- Understands legal terminology
- Provides leadership in overseeing the implementation of laws, policies, and procedures in areas of responsibility

Self-Assessment Instrument (cont.)

KEY

1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

	1	2	3	4
7. Problem Solving	1	2	3	4
<ul style="list-style-type: none"> • Identifies and dismantles barriers • Identifies and solves problems in multiple areas • Identifies and resolves equal access problems • Empowers staff, students, parents, community and others by engaging them in identifying and solving problems • Identifies day to day challenges in classrooms, service and program areas (areas of responsibility) • Recognizes barriers to program delivery, and works with staff to solve these problems • Uses mediation and conflict management skills effectively 				
8. Innovation	1	2	3	4
<ul style="list-style-type: none"> • Keeps abreast of teaching/learning research and best practices • Takes risks that support innovation • Thinks creatively and stimulates creativity in others • Reframes failures positively, helping the organization learn from them • Maintains successful innovations beyond the time of the original implementers and leaders • Incorporates innovations into the school system or areas of responsibility in order to produce desired results • Encourages and supports innovation 				
9. Technology Management	1	2	3	4
<ul style="list-style-type: none"> • Applies technological knowledge to areas of responsibility • Leads technology utilization in delivery of program, services, and human resource development • Projects information technology needs and acquires appropriate equipment, hardware and software • Assists faculty/staff in utilizing technology as a tool to engage students in academic work and in development of their technology knowledge and skills • Uses technology in professional development of self and others • Models or has modeled the use of technology 				

Self-Assessment Instrument (cont.)

KEY

1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

10. Program Operations and Management

1 2 3 4

- Determines effectiveness of program routines, facilities utilization, and activities supervision
- Leads analysis of the organization of programs, services, activities for which he/she is responsible
- Employs change processes where needed
- Demonstrates knowledge of basic program operations
- Establishes and maintains school routines
- Protects instructional time and increases learning time
- Develops a master schedule (or assists)
- Creates a safe, secure learning/work environment
- Creates a positive climate within areas of responsibility
- Maintains physical repair and appearance of buildings and grounds under his/her supervision
- Maintains an orderly and attractive environment
- Holds persons accountable for their actions

11. Fiscal Leadership and Management

1 2 3 4

- Markets fiscal needs to school system authorities and stakeholder groups (assists)
- Identifies external funding sources and seeks funding
- Prepares budgets, fiscal plans (annual, multi-year), and expenditure reports in areas of responsibility
- Allocates resources to areas of need
- Demonstrates knowledge of state foundation program and accounting procedures
- Establishes procedures for receiving and disbursing funds and keeping records in areas of responsibility

Self-Assessment Instrument (cont.)

KEY

1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

12. Management of Professional Responsibilities

1 2 3 4

- Completes tasks accurately and on time
- Demonstrates punctuality to work, meetings, and appointments
- Makes decisions in a timely manner
- Responds to requests positively
- Maintains accurate, up-to-date information about programs/services and school system
- Provides information and data in a timely manner and appropriate format
- Models professional behavior

13. Leadership of Human Resources

1 2 3 4

- Translates evaluation data into effective staff development
- Differentiates between the needs of experienced and inexperienced educators and staff for whom he/she is responsible
- Leads staff and appropriate others in developing and maintaining building/program/activity level policies and procedures
- Develops job descriptions, where appropriate
- Applies principles of effective supervision
- Demonstrates a commitment to high expectations for faculty and staff performance
- Develops orientation and induction programs for staff under his/her supervision
- Able to serve as an instructional coach (capability)
- Creates professional development opportunities
- Motivates staff and others
- Identifies unique leadership capabilities in staff, educators and matches them with leadership opportunities
- Mentors others and identifies others with mentoring capabilities
- Models professional development

Interview Scripting Form

Central Office Administrator Name: _____ Evaluator Name: _____

Directions: This form should be used for scripting or annotating the central office administrator's oral/written communication skills as evidenced through responses to the interview questions. Use the back of this form if additional space is needed.

Communication Knowledge and Skills

No Question. Use space for direct quotes or notes.

Look for: Appropriate and proper grammar.
Organization, sentence structure, fluidity, and
other elements of vocal or written expression.

Interview Scripting Form

Central Office Administrator Name: _____ Evaluator Name: _____

Directions: This form should be used for scripting the central office administrator's responses to the interview questions. Use the back of this form if additional space is needed.

Collaboration Processes and Skills

Question Set 1: How do you build collaborative relationships? How do you involve administrators, teachers, staff and others in decisions and processes in areas of your responsibility? You may wish to discuss how you use these groups in developing and implementing vision, mission, goals, objectives, and programs.

Look for: Identification of appropriate stakeholder groups. Development of teams for shared decision-making. Models/teaches collaboration skills and processes.

Interview Scripting Form

Central Office Administrator Name: _____ Evaluator Name: _____

Directions: This form should be used for scripting the central office administrator's responses to the interview questions. Use the back of this form if additional space is needed.

Assessment/Measurement/Evaluation

Question Set 2: How do you determine the progress and success of programs/services for which you are responsible? How do you use the data collected, including, but not limited to, student test/assessment data, teacher/staff evaluation data, and data from program/services evaluations in your area of responsibility?

Look for: Ability to assemble, analyze, synthesize assessment and evaluation data. Use of student assessment data, needs assessment, benchmarking, teacher/staff evaluation data and other evaluative data and processes.

Interview Scripting Form

Central Office Administrator Name: _____ Evaluator Name: _____

Directions: This form should be used for scripting the central office administrator's responses to the interview questions. Use the back of this form if additional space is needed.

Organizing for Results

Question Set 3: How do you organize programs and services for which you are responsible to support student learning, the primary mission of the school system? How do you organize to accomplish the goals and objectives that have been established for your programs/services? In your response, please discuss how you assessed the need, or lack thereof, for organizational change and when and how you have brought about needed changes.

Look for: Demonstrated knowledge of alternative organizational structures and change processes. A strong customer focus. Well-defined roles and responsibilities. Linking of efforts to vision and mission of school, particularly academic mission.

Interview Scripting Form

Central Office Administrator Name: _____ Evaluator Name: _____

Directions: This form should be used for scripting the central office administrator's responses to the interview questions. Use the back of this form if additional space is needed.

Planning

Question Set 4: How do you lead planning in areas of your responsibility? What planning processes do you regularly use and who do you involve? For example, how do you plan for improving curriculum and instruction within the school system, if that is an area of your responsibility?

Look for: Knowledge and use of several planning processes. Ability to set goals. Planning for future needs. Linking of planning to system strategic plan, school improvement plan, other existent plans.

Interview Scripting Form

Central Office Administrator Name: _____ Evaluator Name: _____

Directions: This form should be used for scripting the central office administrator's responses to the interview questions. Use the back of this form if additional space is needed.

Problem Solving

Question Set 5: How do you go about removing obstacles or barriers to the educational process in the school system and in the programs and services under your supervision? Please describe how you work with staff to identify and solve problems and meet various challenges in your areas of responsibility.

Look for: Identification of problems and solutions. Mediation and conflict management resolution. Empowering of staff, students, community and others in identifying and solving problems.

Interview Scripting Form

Central Office Administrator Name: _____ Evaluator Name: _____

Directions: This form should be used for scripting the central office administrator's responses to the interview questions. Use the back of this form if additional space is needed.

Technology Management

Question Set 6: How do you use technology in your areas of responsibility? How do you encourage and support technology utilization in the school system? How do you use it in your own development as an administrator?

Look for: Application of technology to the operation of school and instructional programs. Assistance provided faculty and others in the utilization of technology. Uses of technology in professional development of self and others.

Clarifying Interview Scripting Form

Central Office Administrator Name: _____ **Evaluator Name:** _____

Directions: This form should be used during the Clarifying Interview for listing the questions about the portfolio and/or the written interview submitted by the central office administrator and scripting responses to those questions. Use the back of this form if additional space is needed.

Knowledge/ Skill Area

Question

Response

|

CENTRAL OFFICE ADMINISTRATOR PORTFOLIO ENTRY FORM

Note: Complete an entry form for each portfolio entry or reference to an entry and place the forms in the appropriate knowledge/skill section of your portfolio.

- 1. Central Office Administrator:**
- 2. Date of Submission:**
- 3. Description** (*e.g., Program Improvement Plan, letter from parent, newspaper article, video tape*):

- 4. Explanation of Content** (*What is the content of the entry and who were the intended audiences?*):

- 5. In Section A, check all the knowledge/skill areas for which this entry is being submitted. In Section B, indicate where in the portfolio the entry (material) is located.**

A. <u>Knowledge/Skill Areas</u>		B. <u>Section Where Entry Material is Located</u>	
<input type="checkbox"/> Communication	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Communication	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Collaboration	<input type="checkbox"/> Innovation	<input type="checkbox"/> Collaboration	<input type="checkbox"/> Innovation
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Technology Management	<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Technology Management
<input type="checkbox"/> Organizing for Results	<input type="checkbox"/> Program Operations/Mgt.	<input type="checkbox"/> Organizing for Results	<input type="checkbox"/> Program Operations/Mgt.
<input type="checkbox"/> Planning	<input type="checkbox"/> Fiscal Leadership/Mgt.	<input type="checkbox"/> Planning	<input type="checkbox"/> Fiscal Leadership/Mgt.
<input type="checkbox"/> Laws and Policies	<input type="checkbox"/> Ldrship Human Resources	<input type="checkbox"/> Laws and Policies	<input type="checkbox"/> Ldrship Human Resources

- 6. Relevancy to Knowledge/Skill Area:**
 - a. Specific knowledge/skill area addressed on this entry form:

 - b. State how the content of the entry relates to the knowledge/skill area indicated in 6a. State why the entry is valuable evidence of your knowledge/skills/performance in this knowledge/skill area. (*Note: you should provide evidence of your knowledge/skills/activities, not those of others in your school system*)
Please be specific: (*attach additional page, if needed*)

SUPERVISOR'S REVIEW FORM

Central Office Administrator: _____ **Supervisor:** _____ **Date:** _____

Directions: Provide a written synthesis of the central office administrator's performance in each of the knowledge/skill areas. Synthesis statements should reflect patterns of behaviors. The bulleted items under each knowledge/skill area provide examples of behaviors that may be considered in describing the central office administrator's performance. Attach additional pages, if needed.

<u>Knowledge/Skill Area</u>	<u>Synthesis Statements</u>
<p>Federal/State/Local Laws and Policies</p> <ul style="list-style-type: none"> • Demonstrates understanding of federal, state and local employment policies • Applies laws and policies to supervision and evaluation of personnel • Applies knowledge of laws and policies to development of system/program/activity level policies and procedures and to disciplinary actions • Maintains an organization that upholds local, state, and federal laws and policies • Implements federal, state, and local laws and policies in multiple areas • Understands legal terminology • Provides leadership in overseeing the implementation of laws, policies, and procedures in areas of responsibility 	
<p>Innovation</p> <ul style="list-style-type: none"> • Keeps abreast of teaching/learning research and best practices • Takes risks that support innovation • Thinks creatively and stimulates creativity in others • Reframes failures positively, helping the organization learn from them • Maintains successful innovations beyond the time of the original implementers and leaders • Incorporates innovations into the school system or areas of responsibility in order to produce desired results • Encourages and supports innovation 	

<u>Knowledge/Skill Area</u>	<u>Synthesis Statements</u>
<p>Program Operations and Management</p> <ul style="list-style-type: none"> • Determines effectiveness of program routines, facilities utilization, and activities supervision • Leads analysis of the organization of programs, services, activities for which he/she is responsible • Employs change processes where needed • Demonstrates knowledge of program operations • Establishes and maintains routines • Protects instructional time and increases learning time when applicable to area of responsibility • Develops a master schedule (or assists) • Creates a safe, secure learning/work environment • Creates a positive climate within areas of responsibility • Maintains repair and appearance of buildings and grounds under his/her supervision • Maintains an orderly and attractive environment • Holds persons accountable for their actions 	
<p>Fiscal Leadership and Management</p> <ul style="list-style-type: none"> • Markets fiscal needs to school system authorities and stakeholder groups (assists) • Identifies external funding sources and seeks funding • Prepares budgets, fiscal plans (annual, multi-year), and expenditure reports in areas of responsibility • Allocates resources to areas of need • Demonstrates knowledge of state foundation program and accounting procedures • Establishes procedures for receiving and disbursing funds and keeping records in areas of responsibility 	
<p>Management of Professional Responsibilities</p> <ul style="list-style-type: none"> • Completes tasks accurately and on time • Demonstrates punctuality to work, meetings, and appointments • Makes decisions in a timely manner • Responds to requests positively • Maintains accurate, up-to-date information about programs/services and school system • Provides information and data in a timely manner and appropriate format • Models professional behavior 	

<u>Knowledge/Skill Area</u>	<u>Synthesis Statements</u>
<p>Leadership of Human Resources</p> <ul style="list-style-type: none"> • Translates evaluation data into effective staff development • Differentiates between the needs of experienced and inexperienced educators and staff for whom he/she is responsible • Leads staff and appropriate others in developing and maintaining building/program/activity level policies and procedures • Develops job descriptions, where appropriate • Applies principles of effective supervision • Demonstrates a commitment to high expectations for faculty and staff performance • Develops orientation and induction programs for staff under his/her supervision • Creates professional development opportunities • Motivates staff and others • Identifies unique leadership capabilities in staff, educators and matches them with leadership opportunities • Mentors others and identifies others with mentoring capabilities • Models professional development 	

EVALUATION SUMMARY REPORT

Central Office Administrator _____ SSN: _____ - _____ - _____ Date: _____

School System: _____

Evaluator: _____ SSN: _____ - _____ - _____

1. Communication Knowledge and Skills <i>(Sources: surveys, portfolio, interviews)</i> Comments, justifications, explanations:	1	2	3	4
2. Collaboration Processes and Skills <i>(Sources: surveys, portfolio, interviews)</i> Comments, justifications, explanations:	1	2	3	4
3. Assessment/Measurement/Evaluation <i>(Sources: surveys, portfolio, interviews)</i> Comments, justifications, explanations:	1	2	3	4
4. Organizing for Results <i>(Sources: surveys, portfolio, interviews)</i> Comments, justifications, explanations:	1	2	3	4

<p>5. Planning <i>(Sources: portfolio, interviews)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		
<p>6. Federal/State/Local Laws and Policies <i>(Sources: surveys, portfolio, supervisor's review)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		
<p>7. Problem Solving <i>(Sources: surveys, portfolio, interviews)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		
<p>8. Innovation <i>(Sources: surveys, portfolio, supervisor's review)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		

<p>9. Technology Management <i>(Sources: surveys, interviews, portfolio)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		
<p>10. Program Operations and Management <i>(Sources: surveys, portfolio, supervisor's review)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		
<p>11. Fiscal Leadership and Management <i>(Sources: surveys, portfolio, supervisor's review)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		
<p>12. Management of Professional Responsibilities <i>(Sources: surveys, supervisor's review)</i> Comments, justifications, explanations</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		

13. Leadership of Human Resources

(Sources: surveys, portfolio, supervisor's review)

Comments, justifications, explanations

1	2	3	4
---	---	---	---

Areas for Improvement: 1.

2.

Additional Comments:

Composite Knowledge/Skill Score (total of all knowledge/skill scores):

Central office administrator Signature

Evaluator Signature

Central office administrator's signature does not necessarily indicate agreement with the results of the evaluation.

PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

PROFESSIONAL DEVELOPMENT PLAN

EDUCATOR: _____ POSITION: _____ EVALUATOR: _____ DATE: _____

DIRECTIONS: This plan should be developed from the educator's evaluation results and should also address student achievement/program improvement goals. Since this form has space for only two areas identified for improvement, you will need to make copies of this form for additional areas identified. Personal/Professional goals may be included but after addressing needs relating to the knowledge/skill areas and student achievement/program improvement. List areas identified for the focus of a Professional Development Plan for the next school year/cycle.

AREA DESIGNATION	PROFESSIONAL DEVELOPMENT RELATED GOALS/OBJECTIVES	PROPOSED ACTIVITIES	TIME LINE	ASSESSMENT METHOD(S)	PROGRESS CHECK DATES		
					1	2	3
Knowledge/ Skill Area:							

END OF CYCLE ASSESSMENT AND BENEFITS

Evaluator Comments

AREA DESIGNATION	PROFESSIONAL DEVELOPMENT RELATED GOALS/OBJECTIVES	PROPOSED ACTIVITIES	TIME LINE	ASSESSMENT METHOD(S)	PROGRESS CHECK DATES		
					1	2	3
Knowledge/ Skill Area Or check if: <input type="checkbox"/> Student Achievement/ Development or Program Improvement <input type="checkbox"/> Personal/ Professional							

END OF CYCLE ASSESSMENT AND BENEFITS

Evaluator Comments

We agree upon the Goals/Objectives, Activities, Timelines, and Assessment Method(s) listed: Educator: _____ Date: _____

Evaluator: _____ Date: _____

Signatures indicate we have discussed the Assessment and Benefits described: Educator: _____ Date: _____

Evaluator: _____ Date: _____

APPENDIX C:

Survey

1. Administrator/Principal and Staff Survey
2. Survey Construct Map

Central Office Administrator Survey: Administrators/School Principals and Staff

As you are aware, school districts in the State of Alabama evaluate the work of school system central office administrators. One aspect of these evaluations includes the use of surveys to gather information from staff who work in the system. This information is used to assist in assessing the effectiveness of the school system central office administrators in areas of leadership, management, communication, and community relations.

Because you are an administrator/principal or staff member in the system of the central office administrator named on the front cover, you have been randomly selected to complete this survey. It will take about 15-20 minutes to complete. Your responses are important and will remain confidential. Therefore, do not place your name on this survey. When you have finished, return the survey in the enclosed envelope to the contact person named on the cover of this survey. If you have any questions, you may call the contact person.

Please respond to all statements by circling one number or letter to the right of the statement. Respond from your own knowledge about this central office administrator using the following rating scale with the corresponding response choices:

- 1 - rarely
- 2 - sometimes
- 3 - usually
- 4 - almost always
- x - don't know/does not apply

<u>Statement</u>	<i>rarely</i>	<i>sometimes</i>	<i>usually</i>	<i>almost always</i>	<i>don't know/ does not apply</i>
1. This central office administrator keeps me informed of matters within his/her area of responsibility that are pertinent to me.	1	2	3	4	x
2. I am given the opportunity to provide input to activities and projects led by this central office administrator.	1	2	3	4	x
3. This central office administrator resolves conflicts when they occur.	1	2	3	4	x
4. This central office administrator leads us in evaluating operations and activities for which he/she is responsible.	1	2	3	4	x
5. This central office administrator uses information about student performance and/or evaluation results to improve programs and operations for which he/she is responsible.	1	2	3	4	x

<u>Statement</u>	<i>rarely</i>	<i>sometimes</i>	<i>usually</i>	<i>almost always</i>	<i>don't know/ does not apply</i>
6. This central office administrator is knowledgeable of laws and policies that govern the schools and school system.	1	2	3	4	x
7. This central office administrator is good at identifying and solving problems.	1	2	3	4	x
8. This central office administrator finds new ways to do things better.	1	2	3	4	x
9. This central office administrator contributes positively to the operation of this school system and its schools.	1	2	3	4	x
10. This central office administrator delegates leadership to administrators, teachers, and others in his/her areas of responsibility and helps them achieve success in these activities.	1	2	3	4	x
11. This central office administrator believes in celebrating improvement.	1	2	3	4	x
12. This central office administrator maintains open, two-way communication with school system administrators and staff.	1	2	3	4	x
13. This central office administrator sets high standards for administrators, staff, and when appropriate to his/her area of responsibility, student performance.	1	2	3	4	x
14. This central office administrator actively seeks resources for his/her programs, our school system and schools.	1	2	3	4	x
15. This central office administrator communicates information clearly and succinctly.	1	2	3	4	x
16. This central office administrator actively leads us in developing and implementing appropriate policies and procedures in his/her areas of responsibility.	1	2	3	4	x

Statement

rarely / sometimes / usually / almost always / don't know / does not apply

17. This central office administrator takes an active role in improving the school system and programs for which he/she is responsible.	1	2	3	4	x
18. This central office administrator works to make the school system a place for learning.	1	2	3	4	x
19. This central office administrator promotes the importance of measuring progress systematically.	1	2	3	4	x
20. This central office administrator performs duties in a professional manner.	1	2	3	4	x
21. This central office administrator makes me a part of the decision making process in matters pertinent to me.	1	2	3	4	x
22. This central office administrator communicates the importance of focusing on customer needs.	1	2	3	4	x
23. This central office administrator actively promotes the schools and school system.	1	2	3	4	x
24. This central office administrator promotes and supports innovations.	1	2	3	4	x
25. This central office administrator uses information gained from a variety of sources to lead us in making changes in programs and services for which he/she is responsible.	1	2	3	4	x
26. This central office administrator manages well those funds for which he/she is responsible.	1	2	3	4	x
27. This central office administrator promotes the use of technology in all aspects of the schools and school system.	1	2	3	4	x
28. This central office administrator is a positive person who maintains his/her composure in difficult situations.	1	2	3	4	x

<u>Statement</u>	<i>rarely</i>	<i>sometimes</i>	<i>usually</i>	<i>almost always</i>	<i>don't know/ does not apply</i>
29. This central office administrator monitors programs and services for which he/she is responsible.	1	2	3	4	x
30. This central office administrator establishes routines and procedures in his/her areas of responsibility that contribute to learning and teaching.	1	2	3	4	x
31. This central office administrator creates opportunities for administrators, staff, and others to share ideas, suggestions, etc.	1	2	3	4	x
32. This central office administrator seeks to provide me with professional growth opportunities.	1	2	3	4	x
33. This central office administrator provides assistance in utilizing technology.	1	2	3	4	x
34. This central office administrator conducts personnel evaluations in accordance with established procedures.	1	2	3	4	x
35. This central office administrator works to make this school system a safe and secure place to work.	1	2	3	4	x

Survey Constructs

<u>Knowledge/Skill</u>	<u>Administrators, Principals, Staff</u>
Communication	Q 1, 12, 15, 22
Collaboration	Q 2, 21, 31
Assessment	Q 4, 5, 19, 29, 34
Organization	Q 11, 13, 17, 23, 25
Planning	---
Laws and Policies	Q 6, 16
Problem Solving	Q 3, 7
Innovation	Q 8, 24
Technology Mgt	Q 27, 33
Program Operations/ Management	Q 9, 18, 30, 35
Fiscal Leadership	Q 14, 26
Professional Responsibilities	Q 20, 28
Human Resources	Q 10, 32

Survey Constructs

Administrators/ Principals and Staff	
Question #	Knowledge/Skill
1	Communication
2	Collaboration
3	Prob. Sol.
4	Assessment
5	Assessment
6	Laws
7	Problem Solving
8	Innovation
9	Program Operations
10	Human Resources
11	Organization
12	Communication
13	Organization
14	Fiscal
15	Communication
16	Laws
17	Organization
18	Program Operations
19	Assessment
20	Prof. Responsibility
21	Collaboration
22	Communication
23	Organization
24	Innovation
25	Organization
26	Fiscal
27	Technology
28	Prof. Responsibility
29	Assessment
30	Program Operations
31	Collaboration
32	Human Resources
33	Technology
34	Assessment
35	Program Operations

APPENDIX D:
Scoring Guide

SCORING GUIDE: COMMUNICATION

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• thorough knowledge and effective application of communication processes• effective communication systems with students, faculty/staff, parents, community• communicates in a compelling manner causing action: school system vision, mission, goals, objectives, policies, procedures, expectations• proficient in oral, written, listening, and nonverbal skills as well as interpersonal relations• uses technology effectively as communication tool
3	<ul style="list-style-type: none">• substantial knowledge and application of communication processes• effective communication systems with most stakeholder groups• communications generally clear, powerful, timely, but a few lapses• communications often produce support and action• competent in oral, written, listening and nonverbal skills as well as in interpersonal relations• application of technology to communication not completely effective
2	<ul style="list-style-type: none">• some knowledge and application of communication processes• communication systems not well established with some stakeholder groups• clarity, succinctness, timeliness of communications are sometimes problems• communications sometimes produce support and action• appropriate oral, written, listening, and nonverbal skills as well as interpersonal relations most of the time• application of technology to communication is less than adequate
1	<ul style="list-style-type: none">• weak in knowledge and application of communication processes• communication with some stakeholder groups limited or absent• communications often lack clarity, succinctness, timeliness• difficulty in communicating ideas and plans and building support for them• some skills (oral, written, listening, nonverbal), and/or interpersonal relations are weak• application of technology to communication limited/weak

SCORING GUIDE: COLLABORATION

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• thorough knowledge/understanding of collaborative processes and excellence in collaboration skills• consistently develops partnerships in all areas of responsibility and decision-making: establishment of school vision, mission, goals, school improvement planning, delivery of programs and activities, acquisition and allocation of resources, problem solving faculty/staff recruitment and evaluation• demonstrates shared leadership and team building• teaches and models collaboration skills/processes• manages collaboration skillfully
3	<ul style="list-style-type: none">• substantial knowledge/understanding of collaboration processes• generally seeks to develop partnerships in most areas of responsibility• collaboration lacking with a few stakeholder and consumer groups• shared leadership and team building evident in most, but not all, areas of organization and operations• generally teaches and models collaboration skills/processes• management of collaborations adequate
2	<ul style="list-style-type: none">• some knowledge and understanding of collaboration processes• seeks to develop partnerships in some areas of responsibility some of the time• several stakeholders and/or consumer groups not included in decision-making• does not regularly support collaborative activities or shared leadership• inconsistent in teaching and modeling collaboration• has difficulty managing collaboration
1	<ul style="list-style-type: none">• limited knowledge/understanding of collaboration processes• sometimes tries to develop partnerships in some areas of responsibility• collaboration with/among several stakeholder groups poorly developed or nonexistent• seldom supports collaborative activities or shared leadership• has difficulty in teaching and modeling collaboration principles/processes• management of collaboration inadequate

SCORING GUIDE: ASSESSMENT/EVALUATION

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• thorough knowledge and excellent application of student assessment, personnel evaluation, program evaluation• consistently excellent in developing, interpreting and using assessment and evaluation data• leads faculty, administrators and other stakeholder groups in thoughtful use of student data, especially assessment data, where appropriate• engages stakeholders in continuous evaluation of programs using needs assessment, gap analysis, benchmarking, when/where appropriate• evaluations of program personnel are consistently thorough, valid, reliable, creditable, fair• regularly monitors programs, practices, and services, all other aspects of program operations• uses monitoring data and formal data collection and evaluation results to lead decision making
3	<ul style="list-style-type: none">• substantial knowledge and application of assessment and evaluation processes and methodologies• development and use of data for improvement of programs can be improved• often leads teachers, administrators, and others in use of school data, student data, and/or other data• often engages some stakeholders in evaluation of programs, using needs assessment and other tools• evaluations of personnel are usually valid, reliable, and fair• decisions are not always data driven
2	<ul style="list-style-type: none">• some knowledge and skills in assessment and evaluation• gaps in knowledge and/or leadership in developing, interpreting and using student assessment, personnel evaluation and program evaluation data• systematic collection and use of data in decision-making fewer than needed

SCORING GUIDE: ASSESSMENT/EVALUATION (cont.)

<u>Level</u>	<u>Rationale</u>
2	<ul style="list-style-type: none">• evaluations of personnel sometimes do not meet state and/or local standards• sometimes monitors programs and services• limited knowledge of assessment and evaluation• systematic, regular, comprehensive programs of data collection and use are limited or non-existent
1	<ul style="list-style-type: none">• sometimes makes data-based decisions and/or leads data-based decision making processes• planning for improvement of teaching, learning and/or program operations often lacks a database

SCORING GUIDE: ORGANIZING FOR RESULTS

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• thorough knowledge of, and expertise in, developing an organization capable of and dedicated to accomplishing its vision, mission, and goals• learning, teaching, and continuous improvement are always the primary focus• change, when needed, is embraced• demonstrated knowledge of alternative organizational structures, change processes, quality management, marketing strategies• strong customer focus• appropriate use of symbols, signs, and ceremonies to build cohesiveness and commitment among stakeholder groups• well-defined roles and responsibilities, where needed
3	<ul style="list-style-type: none">• substantial knowledge and expertise in developing an organization focused on results• learning and teaching are the primary focus• change is accepted• adequate knowledge of, and skill in, implementing alternative organizational structures, change processes, quality management, marketing strategies• customer focus present to some degree• most roles and responsibilities defined, where needed
2	<ul style="list-style-type: none">• some knowledge and skills in developing an organization focused on results• some lack of knowledge or skill in implementing alternative organizational structures, change processes, marketing strategies, quality management• learning, teaching, and continuous improvement sometimes the focus• customer orientation and focus not a strength• change not readily and always acceptable• roles and responsibilities in the organization need further delineation
1	<ul style="list-style-type: none">• limited knowledge of, and skill in, development of a results oriented organization• lacking knowledge and/or skill in implementing change processes, alternative organizational structures, marketing strategies, quality management• little or no evidence of customer focus• change is reluctant, at best• roles and responsibilities not clearly defined

SCORING GUIDE: PLANNING

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• exemplary knowledge of, and skills in, planning in all aspects of program organization and operation• understands strategic planning, school improvement planning, and program planning• understands vision and mission development, goal setting, benchmarking, and needs assessment• uses planning models and tools to lead stakeholders in short- and long-term planning• leads efforts to identify and integrate stakeholders' values, beliefs, commitments, and perceived future needs of students into statements of vision, mission, goals, and objectives• translates statements into action plans
3	<ul style="list-style-type: none">• adequate knowledge of, and skills in, planning in all aspects of program organization and operation• understands strategic planning, school improvement planning, and program planning• understands vision and mission development, goal setting, benchmarking, and needs assessment• uses a number of planning models and tools to lead stakeholders in short- and long-term planning• leads processes that identify and integrate stakeholders' values, beliefs, commitments, and perceived future needs of students into statements of school vision, mission, goals, and objectives• translation of statements into action plans can be improved
2	<ul style="list-style-type: none">• less than adequate knowledge of, and skills in, planning in all aspects of program organization and operation• some understanding of strategic planning, school improvement planning, and program planning• some understanding of vision and mission development, goal setting, benchmarking, and needs assessment• systematic planning in a few aspects of program organization and operations is lacking• statements of vision, mission, goals, and objectives need work

SCORING GUIDE: PLANNING (cont.)

<u>Level</u>	<u>Rationale</u>
2	<ul style="list-style-type: none">• translation of statements into action plans needs work• some stakeholder groups have not been adequately engaged in planning processes
	<ul style="list-style-type: none">• limited knowledge of, and skills in, planning in all aspects of school organization and operation• limited knowledge of strategic planning, school improvement planning, and curriculum planning
1	<ul style="list-style-type: none">• limited knowledge of vision and mission development, goal setting, benchmarking, and needs assessment• systematic planning involving stakeholders is not evident in several aspects of school organization and operations• lacks knowledge and/or skill in using several planning models and tools• statements of vision, mission, goals, and objectives, if defined, have not been translated into appropriate action plans

SCORING GUIDE: LAWS AND POLICIES

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• thorough understanding of all applicable federal, state, local laws and policies and appropriate application in employments/dismissals, personnel supervision and evaluation, disciplinary procedures, development and implementation of policies and procedures• develops and implements policies and procedures consistent with local, state, federal laws and policies• regularly interprets laws/policies to stakeholders and encourages their support
3	<ul style="list-style-type: none">• substantial understanding of most federal, state, local laws/policies and appropriate application in employments/dismissals, personnel supervision and evaluation, disciplinary procedures, development and implementation of policies and procedures• develops and implements policies and procedures consistent with local, state, federal laws and policies that are understood• interprets laws and policies to stakeholders and encourages their support
2	<ul style="list-style-type: none">• lack of understanding and/or appropriate application of a few laws or policies important to one or more of his/her leadership/management areas (e.g., employments/dismissals personnel supervision and evaluation, disciplinary procedures, development of policies/procedures)• develops and implements policies and procedures that are sometimes inconsistent with local, state, and/or federal laws and policies• does not interpret laws/policies to all stakeholders and encourage their support
1	<ul style="list-style-type: none">• lack of understanding and/or application of laws and policies in several of his/her leadership/management areas (e.g., employments/dismissals personnel supervision and evaluation, disciplinary procedures, development of policies/procedures)• develops and implements policies and procedures that are often inconsistent with local, state, federal laws and policies• little or no evidence that he/she upholds and/or encourages support of some laws or policies among stakeholders (staff, students, parents)

SCORE LEVEL RATIONALES: PROBLEM SOLVING

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none"> • thorough understanding of, and skill in, identifying and solving problems • identifies and solves problems in all areas (school system/program organization, operations, programs, activities) • consistently engages stakeholder groups in problem solving efforts • adept at leading the identification of barriers to learning, teaching, and students' equal access to programs and services • demonstrates capability in the use of mediation and conflict management skills
3	<ul style="list-style-type: none"> • substantial knowledge of, and skill in, identifying and solving problems • identifies and resolves most problems in most areas (school system/program organization, operations programs, activities) • usually engages stakeholder groups in problem solving efforts • seeks out and leads the dismantling of barriers to learning, teaching, and students' equal access to programs and services • acceptable understanding of, and capability in, applying mediation and conflict management skills
2	<ul style="list-style-type: none"> • some knowledge of, and skill in, identifying and solving problems • identifies and resolves some problems in some areas (school system/program organization, operations, programs, and activities) • sometimes engages stakeholders in problem solving efforts • barriers to learning, teaching, and students' equal access to programs and services sometimes go unnoticed • understanding of and capability in applying mediation and conflict management skills need improvement
1	<ul style="list-style-type: none"> • lacks knowledge of, and skill in, problem identification and resolution • limited identification and resolution of problems in several areas of responsibility • stakeholders do not perceive that they are involved in problem solving efforts • insufficient mediation and conflict management skills

SCORING GUIDE: INNOVATION

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• demonstrated ability to create, identify, encourage, adopt innovations• takes risks and constantly seeks creative/innovative solutions• keeps abreast of teaching/learning research and best practices• encourages and supports creativity and innovations in others• incorporates innovations into program organization, operations, and activities• maintains successful innovations beyond commitments of original implementers• reframes failures in innovations positively and helps the organization learn from them
3	<ul style="list-style-type: none">• exercises creative/innovative thinking• usually supports creative ideas and innovations of others that appear relevant to improvement of teaching, learning, program organization, operations• usually keeps abreast of teaching/learning research and best practices• tries to incorporate appropriate innovations (own, others) into programs/services and maintain those that are successful• reframes failures positively and helps organization learn from them
2	<ul style="list-style-type: none">• sometimes demonstrates creative/innovative thinking and sometimes supports creative ideas and innovations of others• sometimes unaware of teaching/learning research and best practices• sometimes tries to incorporate innovations (own, others) and creative ideas into programs/services and maintain those that are successful• sometimes misses the opportunity to reframe failures positively and lead the organization in learning from them
1	<ul style="list-style-type: none">• does not appear to value and support creativity and innovation (own, others)• does not keep abreast of teaching/learning research and best practices• seldom tries to incorporate innovations and creative ideas into programs/services• seldom tries to maintain innovations of predecessors/others that have been successful• usually does not try to reframe failures positively and help the organization learn from them

SCORING GUIDE: TECHNOLOGY MANAGEMENT

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• always applies technological knowledge to program operations, leadership of i programs, human resource development• projects information technology needs and acquires appropriate equipment, hardware, software• models use of technology in his/her areas of influence and responsibility• assists others in developing their technological knowledge and skills and in using technology• uses technology in own professional development and encourages use by others
3	<ul style="list-style-type: none">• usually applies technological knowledge and skills to program operations, leadership of programs, human resource development• projects information technology needs and is sometimes able to acquire equipment, hardware, and software• uses technology in own areas of influence and responsibility• sometimes assists others in developing their technological knowledge and skills and using technology• sometimes uses technology in own professional development and encourages use by others
2	<ul style="list-style-type: none">• limited application of technological knowledge to program operations, leadership of programs, human resource development• not always able to project technology needs and is not aggressive in acquiring appropriate equipment, hardware, software• limited use of technology in own areas of influence and responsibility• usually does not assist others in developing their technological knowledge and skills and/or using technology• seldom uses technology in own professional development or encourages use by others
1	<ul style="list-style-type: none">• little or no application of technology in program operations, leadership of programs, human resource development• not able to project technology needs• does not seek to acquire hardware, software, and equipment• does not use technology in own areas of influence and responsibility• does not assist others in developing their technological knowledge and skills and/or their use of technology• does not use technology in own professional development or encourage use by others

SCORING GUIDE: PROGRAM OPERATIONS/MANAGEMENT

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• thorough knowledge of, and expertise in, program management• operating policies, procedures, and management practices support teaching and learning• program climate is consistently positive• programs characterized by<ul style="list-style-type: none">- orderliness, safety, security- routines and schedules that protect learning and instructional time- planning for best use of facilities- high expectations for student and staff performance- acceptance of differences- continuous recognition of accomplishment- continuous efforts to improve learning and environment• programs support school system vision, mission, goals• disciplinary problems and conflicts minimal and handled consistently and fairly• everyone held accountable for his/her actions• buildings/grounds under his/her supervision are attractive, inviting, safe, secure, and in good repair
3	<ul style="list-style-type: none">• substantial knowledge of, and expertise in, program management• operating policies, procedures, and management practices usually support teaching and learning• climate generally positive• programs usually characterized by<ul style="list-style-type: none">- safety and security- routines and schedules that protect learning and instructional time- adequate planning for facilities use- high expectations for student and staff performance- some recognition of accomplishments- some efforts to improve learning and environment• programs usually support school system vision, mission, goals• disciplinary problems and conflicts not numerous and usually handled consistently and fairly• atmosphere of accountability• buildings/grounds under his/her supervision adequate in appearance; equipment safe, well-maintained

SCORING GUIDE: PROGRAM OPERATIONS/MANAGEMENT (cont.)

<u>Level</u>	<u>Rationale</u>
2	<ul style="list-style-type: none">• some knowledge and skill in understanding of program management• operating policies and procedures, and management practices sometimes do not support teaching and learning• climate often, but not always, positive• programs characterized by<ul style="list-style-type: none">- routines and schedules that do not consistently protect learning and teaching time- some lack of order, safety and/or security- planning for use of facilities less than adequate- expectations for student and staff performance not as high as could be- acceptance of some differences- recognition of accomplishments sometimes lacking- efforts to improve learning and environment sometimes lacking• some programs not strongly related to school system's vision, mission, goals• disciplinary problems not numerous, but sometimes handled inconsistently or unfairly• persons not always held accountable for their actions• buildings/grounds under his/her supervision safe, but not always attractive, well-maintained
1	<ul style="list-style-type: none">• limited knowledge and/or expertise in program management• teaching, learning subject to interruptions and not always higher priority• program climate neutral, sometimes negative• some safety and security problems• buildings/grounds under his/her supervision unattractive and uninviting• routines and schedules that protect teaching/learning not well established• low expectations for student and staff performance• accomplishments seldom recognized• efforts to improve learning and environment seldom recognized• programs of interest to students are limited and some show little relationship to school system vision, mission, goals• disciplinary problems numerous and handled inconsistently• not everyone is held accountable for their actions

SCORING GUIDE: FISCAL LEADERSHIP

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• able provider and manager of financial resources• exemplary fiscal planning and management of existing resources• aggressive solicitation of additional resources (preparation of grant applications, proposals, etc.)• actively involves stakeholders in fiscal planning and decision making• leads development and implementation of multi-year fiscal plans and annual budgets• sound accounting and auditing procedures
3	<ul style="list-style-type: none">• sound fiscal management practices• leadership of financial planning and resource acquisition adequate• some stakeholders are often involved in fiscal planning and decisions, others are not• occasional solicitation of external resources• limited evidence of multi-year fiscal planning• sound accounting, budgeting, and auditing procedures
2	<ul style="list-style-type: none">• knowledge and/or skills in fiscal management and leadership sometimes meet expectations• few attempts to obtain additional resources• limited involvement of stakeholders in fiscal planning• limited evidence of multi-year fiscal planning• sound accounting, budgeting, and auditing procedures
1	<ul style="list-style-type: none">• inadequate knowledge and/or skills in fiscal management and leadership• no systematic process to acquire additional funds• little or no involvement of stakeholders in fiscal planning• no evidence of multi-year fiscal planning• inadequate accounting, budgeting, and auditing procedures

SCORING GUIDE: PROFESSIONAL RESPONSIBILITIES

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none">• thorough knowledge and exemplary practice of professional responsibilities• knowledgeable of the behavioral expectations of a school system leader/role model• demonstrates responsibility and commitment to school system, stakeholder and consumer groups• performs duties/tasks accurately and on time• demonstrates punctuality• considers interests of stakeholders and consumer groups when making decisions• responds to requests and circumstances in a positive manner• maintains composure in all situations• models professional behavior
3	<ul style="list-style-type: none">• substantial knowledge and understanding of professional responsibilities• generally knowledgeable of the behavioral expectations of a school system leader/role model• usually demonstrates responsibility and commitment to school system, stakeholder and consumer groups• sometimes a few tasks are not completed accurately or timely• demonstrates punctuality• usually considers interests of stakeholder and consumer groups when making decisions• does not always respond to requests and circumstances in a positive manner• maintains composure most of the time• professional behavior is adequate but does not consistently exceed expectations
2	<ul style="list-style-type: none">• some knowledge but inconsistent practice of professional responsibilities• actions sometimes negatively impact his/her leadership ability in working with schools, school system, stakeholder and consumer groups• sometimes performs duties/tasks accurately and on time• sometimes punctual to work, meetings, appointments• sometimes considers interests of stakeholders in decisions• sometimes responds to requests and circumstances in a positive manner• sometimes loses composure• sometimes exemplifies appropriate professional behavior

SCORING GUIDE: PROFESSIONAL RESPONSIBILITIES (cont.)

<u>Level</u>	<u>Rationale</u>
1	<ul style="list-style-type: none">• limited knowledge and understanding of professional responsibilities• knowledge and/or application of professional behavior is poor• behavior has frequently created problems with stakeholders and consumer relationships• many tasks are not completed accurately or timely• seldom punctual to work, meetings, appointments• seldom considers interests of stakeholders and consumer groups when making decisions• often responds to requests and circumstances in a negative manner• often loses composure• difficulty in exemplifying appropriate professional behavior

SCORING GUIDE: LEADERSHIP OF HUMAN RESOURCES

<u>Level</u>	<u>Rationale</u>
4	<ul style="list-style-type: none"> • demonstrates understanding of, commitment to, and skill in, developing human resources (students, families, faculty, staff, administrators) • recognizes, develops, and promotes leadership in others • models and implements effective, integrated programs of personnel selection, supervision, evaluation and professional development based on data • sets high expectations and motivates performance at high levels • identifies leadership capabilities in others and matches them to leadership opportunities • serves as a model of professional development, always seeking ways to enhance own knowledge and skills • regularly mentors and coaches others
3	<ul style="list-style-type: none"> • adequate understanding of and skill in developing human resources (students, families, faculty, staff, administrators) • sometimes fails to recognize and develop leadership potential • solid programs of personnel selection, supervision, evaluation, professional development, but not always linked and data-driven • sets high expectations and motivates performance at high levels • sometimes identifies leadership capabilities in others and matches them to leadership opportunities • often serves as a model for professional development, seeking ways to improve knowledge and skills • sometimes mentors and coaches others
2	<ul style="list-style-type: none"> • understanding of, and skill in, developing human resources • expectations are not at high levels • does not seek to identify and develop leadership potential on a regular basis • no comprehensive, integrated program(s) of personnel recruitment, selection, orientation, retention, supervision, evaluation, professional development • does not serve as a role model for professional development; does not aggressively seek opportunities to learn and grow • seldom mentors and coaches others
1	<ul style="list-style-type: none"> • little understanding of, and skill in, development of human resources • expectations of self and others are low • programs in personnel selection, supervision, evaluation, and professional development are minimal, unlinked • few attempts to identify and develop leadership potential in others • does not serve as a role model for professional development; does not seek opportunities to learn and grow • uninterested in mentoring and coaching others

