

**Pulaski Community School District  
Administrative Procedures**

**Policy Reference: AFBA  
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Date: October 22, 2014**

## **EVALUATION OF ADMINISTRATIVE STAFF MEMBERS**

The Wisconsin Educator Effectiveness System is intended to provide a reliable and fair process using multiple measures to promote school administrators' professional growth and improved student learning. *CESA 6 School Administrator Performance Evaluation System* (SAPES) has been approved by the state as a model for the Wisconsin Educator Effectiveness System. The *CESA 6 School Administrator Performance Evaluation System* (SAPES) uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. This model is based on research of the qualities of effective school administrators. The research base surrounding the model is laid out in *Qualities of Effective Principals* (Stronge, Richard, & Catano, 2008, ASCD), and *Principal Evaluation* (Stronge, Xu, Leeper, & Tonneson, 2013, ASCD).

The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual school administrator initiative. The goal is to support the continuous growth and development of each school administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The role of a school administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators will use multiple measures to collect evidence of performance and will provide feedback to guide professional growth. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed with fidelity and effectively in the district, other district-level administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations. Administrative staff supervision assignments are determined by each administrator's job description.

Administrative staff will participate in full-cycle evaluation once every two years. Full-cycle evaluation consists of an annual professional goal setting process, annual school climate survey, two observations / site visits each year, and an annual documentation log. The non-summative year will include an interim performance report. The summative year will include a summative performance report. A school administrator performance improvement component will be used if necessary. The SAPES system is based upon evaluation in six standards: leadership for student learning; school climate, human resources leadership, organizational management, communications and community relations, and professionalism.

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The following components will be used in the *CESA 6 School Administrator Performance Evaluation System* (SAPES) as multiple measures to assess performance in the standards.

**Professional Goal Setting:** The school administrator evaluation system requires school administrators to create a school goal, complete a self-assessment, and complete a professional practice goal (PPG) through a Professional Goal Setting Plan. The Wisconsin Educator Effectiveness System encourages the use of SMART goals when setting both professional practice and SLO goals. The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for Specific, Measureable, Attainable, Results-based, and Time-bound.

**School Climate Survey:** School climate surveys are an important data collection tool used to gather data (in this instance, staff, community, and family) regarding their perceptions of the school administrator's performance. The purpose of using climate surveys is the collected information may help the school administrator set goals for continuous improvement (i.e., for formative evaluation) – in other words, to provide feedback directly to the school administrator for professional growth and development. Survey summaries also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

**Observation / Site Visit:** Observation/school site visits, formal or informal, are a method by which evaluators may gain insight into whether school administrators are meeting the performance standards. During an observation/school site visit, evaluators should discuss various aspects of the job with the school administrator. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the school administrator reflect on his or her performance, which may provide insight into how the administrator is addressing the standards. Such a discussion may also help the school administrator think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators may use the school administrator's responses to the questions to determine issues they would like to further explore with the administrator's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school. By having an honest, open discussion, the school administrator is provided with an opportunity to explain the successes and trials the school community has experienced in relation to school changes. It also provides an opportunity for the evaluator to offer feedback.

**Documentation Log:** The Documentation Log is an organized collection of work that demonstrates the school administrator's skills, talents, and accomplishments for the evaluation cycle. It is similar in many ways to a portfolio, yet is typically more concise, containing a more confined collection of specific artifacts. Artifacts provide evaluators with information related to specific standards and provides school administrators with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a school administrator's effort to demonstrate distinguished performance, can show continuing work at an effective level, or can demonstrate progress in response to a previously-identified deficiency.

**Personnel Records:** MyLearningPlan OASYS is a web based observation and appraisal data

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management system used to manage and house the district's evaluation system using the CESA 6 model. This system is the online tool used in scheduling, managing, completing and reporting of all components of the evaluation process for teachers, educational specialists and administrators. The summative evaluation form will be included in the administrator's personnel file. If the school administrator performance improvement component is used, these documents will be included in the administrator's personnel file. The administrator will receive a copy of all evaluation reports when they are placed in the personnel records.

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