LEADERSHIP FRAMEWORK GUIDEBOOK

Newark Board of Education

School Administrator Performance Evaluation

A GUIDEBOOK FOR SCHOOL ADMINISTRATORS

2022-2023

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INTRODUCTION

The purpose of the guidebook is to provide both a comprehensive resource of the district's evaluation tools and policies as well as a quick-reference tool for specific questions. The guidebook outlines the components, requirements and promising practices for evaluating school administrators. Within the guidebook, you will find the following information:

- ☐ Overview of Newark Board of Education's 2022-2023 Leadership Framework
- ☐ Processes and best practices for the school administrator evaluation process
- ☐ Information about the forms and templates used at each stage of the evaluation process
- ☐ Frequently Asked Questions (FAQs) to serve as a quick-reference guide

While the guidebook is intended to be used as a resource for learning about the NBOE evaluation tools and processes, we recognize that questions or issues may arise that are not addressed here. In addition to the resources in this guidebook, the NBOE website (http://www.nps.k12.nj.us/evaluationresources) will be continually updated with resources and tools to support you. Additionally, as always, your supervisor – Assistant Superintendent for Principals and Principal for Vice Principals – is an excellent resource for your questions. Finally, you can always reach out to the Office of Educator Effectiveness with your questions or feedback by emailing evaluations@nps.k12.nj.us.

NEWARK BOARD OF EDUCATION LEADERSHIP FRAMEWORK BASICS

The Newark Board of Education (NBOE) Leadership Framework sits at the core of school administrator evaluation in our district. The Framework articulates our shared vision of what effective, transformational leadership looks like in NBOE, focusing on the five Competencies that can help school administrators lead and manage their staff as well as set a culture of high expectations for students:
- Management and Coaching of Instructional Staff;
- Curriculum, Assessment and Instruction;
- Student and Family Support;
- Transformational Leadership; and
- Organizational Leadership.

In these Competencies, and the specific Indicators embedded in each Competency, the Framework sets high expectations for staff development and management, setting a culture of achievement aligned to the state standards and through a focus on the whole child, and leadership of adults and systems to achieve school-wide success.

In this section, we review the Framework's content in detail, including the: 1) guiding principles; 2) common themes; and 3) linkages to professional development.

GUIDING PRINCIPLES

Before we set to work creating the Leadership Framework, and throughout the revision process, we established a set of principles that guided its development and application. These guiding principles served as the touchstone for drafting the individual Competencies and Indicators of the Framework to ensure that it captures a complete and accurate picture of quality leadership. These principles also guided our development of the processes and protocols for using the Framework, including the types of evidence considered, how ratings are determined and the types of support that are provided to school administrators.

Development of the Framework

As we developed and revised the Leadership Framework, we wanted the Framework to meet certain objectives and standards of quality. Specifically, we wanted to ensure that the Framework:

- *Articulates our shared vision of effective leadership* by clearly outlining our vision of leadership that leads to effective staff management and a strong instructional culture.
- *Aligns school administrator evaluation with teacher evaluation* by grounding evaluation, feedback, and coaching of instructional staff in the Framework for Effective Teaching.
- *Supports instructional shifts required by the Common Core State Standards* by focusing leadership on school-wide NJSLS-aligned instruction and mastery.
- *Sets a high but realistic performance bar for leaders* by holding all of our school administrators to high standards.
- *Articulates expectations clearly and concisely* by ensuring common understanding and expectations.

When the Leadership Framework was first introduced, NBOE shared a commitment to collecting school administrator feedback and to revising the Framework based on this feedback. To this end, after conducting focus groups and gathering individual feedback, we made minor changes to the Leadership Framework following the 2012-2013 and 2013-2014 school years to ensure stronger alignment with these principles. There have not been any changes to Leadership Framework since 2014.

In addition, we ensured that the Framework was developed in accordance with current state regulations and statute. The connection between our Leadership Framework and the Professional Standards for Education Leaders (PSEL) is noted for each indicator.

COMMON THEMES IN THE LEADERSHIP FRAMEWORK

The Leadership Framework includes essential components for evaluating school administrators. The following common themes cut across the Framework.

- **Differentiated development and management of instructional staff**: The Leadership Framework focuses attention on school administrator actions aligned with the Framework of Effective Teaching, including evaluation, feedback, and coaching. Since the needs of all staff are different, the Framework focuses on the school administrator's ability to differentiate these actions effectively to manage *all* instructional staff, not just teachers. The Leadership Framework also outlines clear expectations for the school administrator's ability to retain top performers and develop or exit low performers.

- **Building a strong culture of high expectations and achievement:** The Leadership Framework requires that school administrators hold high expectations for teaching and learning in their buildings. As a result, it focuses on the school administrator's ability to ensure instructional objectives, materials, and assessment aligned to the State Standards. Furthermore, the Leadership Framework requires a focus on the development of the whole child in reaching these high academic standards, articulating expectations for engaging families and creating a safe and supportive learning environment.

- **Adult and Organizational Leadership:** In order to achieve high academic expectations, school administrators must hold a vision for success and align and lead their staffs to collectively meet the challenges of achieving those expectations. Additionally, the Leadership Framework focuses on school administrators' abilities to put effective operational systems in place, such as organizational and data systems, to support these efforts.

As the NBOE implements the State Standards (NJSLS), the Leadership Framework contains specific expectations that school administrators promote the successful implementation of NJSLS in their buildings. The NJSLS are included in the Framework directly – requiring school-wide knowledge of standards (especially around literacy) and the planning and assessment aligned to the standards – and indirectly – by focusing on evaluation and coaching aligned to the Framework for Effective Teaching which explicitly aligns to teacher strategies required for NJSLS mastery. As a result, school administrators will need to be well-versed in the NJSLS and the skills and knowledge required to achieve the instructional shifts they require.

There are several specific Indicators of the Leadership Framework that are explicitly aligned to the NJSLS, outlined in the table below.

Framework Indicator	NJSLS Alignment
2a. Promote Common Core Mastery. Demonstrates a high-level knowledge of the Common Core Standards, and ensures school-wide focus on the standards.	● Ensures individual knowledge of the Common Core State Standards and the instructional shifts the standards require. ● Ensures all instructional staff hold the same knowledge of standards and instructional shifts.
2b. High-Quality, Grade-Level Materials. Ensures rigorous curricular materials, text and instructional strategies are aligned with Common Core and with each other. **2c. Planning Aligned to Common Core Mastery.** Implements building-wide systems to ensure teachers are creating effective unit and less plans aligned to each other and to best-in-class resources.	● Ensures Common Core aligned lessons and units. ● Ensures planned lesson activities are centered on text-based reading, writing, speaking and listening. ● Ensures lesson plans contain grade appropriate standards for mathematical practice that connect to the content being addressed.
2d. Measures for Common Core Mastery. Ensures high quality effective tools to assess and monitor student mastery of NJSLS.	● Ensures progress monitoring and assessment of mastery toward the Common Core State Standards through the use of aligned tools. ● Ensures instructional staff identify or develop assessment tools aligned to Common Core State Standards.

OVERVIEW OF THE LEADERSHIP FRAMEWORK

OVERVIEW OF THE NEWARK BOARD OF EDUCATION LEADERSHIP FRAMEWORK

This section provides a more detailed look at the structure of the Leadership Framework and the content of each of the Framework's Competencies.

The Framework includes both Competencies (numbered 1-5) and, within each Competency, several Indicators (numbered and lettered). The below table outlines the Competencies and Indicators of the Leadership Framework for both Principals and Vice Principals. (See Appendix A for the complete Framework language)

Competencies

Competencies describe the overall expectations for each NBOE school administrator. These are the core professional standards to which school administrators will be held accountable.

Indicators

Indicators describe specific components or behaviors of the Competency. These may be visible during individual site visits or over the course of the year. The Framework identifies what each Indicator looks like in practice at four levels of performance – Highly Effective to Ineffective (see Appendix A for the rubric with this detail) – through the use of descriptor language.

NBOE LEADERSHIP FRAMEWORK 2022-2023
1. Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve.
1a. Evaluation Aligned to the Framework for Effective Teaching. Synthesizes evidence to provide an accurate assessment of teacher performance toward student mastery.
1b. Tailored Feedback and Coaching Aligned to the Framework for Effective Teaching. Gathers data and provides timely, actionable feedback and coaching aligned to expectations for effective teaching.
1c. Coaching and Development. Invests in the on-going growth and development of adults to improve student learning.
1d. Differentiated Management. Strategically retains effective staff, anticipates openings and implements a rigorous selection and hiring process.
2. Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction
2a. Promote Common Core Mastery. Demonstrates a high-level knowledge of the Common Core Standards, and ensure school-wide focus on the standards.
2b. High-Quality, Grade-Level Materials. Ensures rigorous curricular materials, text, and instructional strategies are aligned with Common Core and with each other.
2c. Planning Aligned to Common Core Mastery. Implements building-wide systems to ensure teachers are creating effective unit and lesson plans aligned to each other and to best-in-class resources.
2d. Measures for Common Core Mastery. Ensures high quality, effective tools to assess and monitor student mastery of NJSLS.
2e. Academic Intervention. Designs and implements differentiated academic interventions.
2f. Literacy Centered. Implements literacy driven instruction in every classroom to ensure all students are reading, writing, thinking and speaking at high levels.

3. Student and Family Support:
Supports students' academic, social and emotional growth.

3a. Safe and Strength-Based Culture. Creates a safe and positive learning environment where interventions are proactive and strengths-based.
3b. Family Engagement Around Supporting Growth. Engages regularly with families about student growth and progress.
3c. Student Efficacy. Promotes student ownership of learning and social and emotional goals and facilitates student leadership and development.
3d. Student Interests. Provides access to comprehensive, balanced programming that appeals to students' academic and non-academic interests.
3e. Inclusive Practices. Ensures students are served in the least restrictive environment.

4. Transformational Leadership:
Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.

4a. Personal Responsibility and Relentless Drive for Achievement. Demonstrates resiliency in the face of obstacles and results-orientation in improving student outcomes.
4b. Strategic Thinking. Creates a plan and develops systems to track priorities with measurable targets. Makes strategic decisions to advance goals.
4c. Adult Alignment. Ensures all adults are aligned to build and advance school goals and values.
4d. Change Management. Demonstrates an understanding of change processes and manages change effectively.

5. Organizational Leadership:
Implements systems and processes to effectively manage operations.

5a. Quality and Management of Teams. Manages a cabinet or teams to meet student mastery goals.
5b. Organizational Systems. Employs organizational systems to implement plans toward achievement goals.
5c. Communication and Interpersonal Skills. Listens and communicates effectively and strategically based on the situation, audience and needs.
5d. Data Transparency. Uses and shares data to support students.

Levels of Performance & Descriptor Language

In the detailed rubric (see Appendix A), descriptor language describes what each Indicator looks like in practice at four levels of performance – Highly Effective, Effective, Partially Effective, and Ineffective

- **Highly Effective**
  A Highly Effective school administrator ensures an exceptional level of school-wide achievement. Such schools consist of highly motivated, aligned adults who take collective ownership over student learning and staff effectiveness and growth. Highly Effective school administrators have the knowledge, skills, and capacity to serve as models for their staff and other school administrators. This performance level is reserved for school administrators who are truly exceptional in their practice.

- **Effective**
  An Effective school administrator frequently meets the expectations set forth by the Framework. Effective school administrators differentiate their strategies to maximize the development and management of staff and leverage effective tools and systems to ensure school-wide achievement.

- **Partially Effective**
  A Partially Effective school administrator may meet some expectations articulated in the Framework, but does not meet all expectations or is inconsistent in meeting these expectations.

Typically, there are clear areas where the school administrator might improve his or her practice to achieve effectiveness, or there are clear areas where school staff or systems might improve. Partially Effective performance should not be considered to be meeting expectations.

- **Ineffective**
  An Ineffective school administrator is not meeting expectations for leading in NBOE. There are several areas where the school administrator must improve his or her practice to achieve effectiveness, or several areas where school staff or systems must improve. Immediate improvement is required for school administrators at the Ineffective level.

COMPETENCY DETAIL

Below is a detailed description of each Competency as well as key questions to consider during site visits. These questions are simply a starting point for evaluators; they are not meant to limit an evaluator's assessment of a school administrator's performance.

Competency 1: Management and Coaching of Instructional Staff:
Effectively develops and manages talent to improve instruction.

Indicators	Key Questions
1a. Evaluation Aligned to the Framework for Effective Teaching. Synthesizes evidence to provide an accurate assessment of teacher performance toward student mastery.	Does the school administrator collect evidence on instructional staff practice and align that evidence to the Framework for Effective Teaching?
1b. Tailored Feedback and Coaching Aligned to the Framework for Effective Teaching. Gathers data and provides timely, actionable feedback and coaching aligned to expectations for effective teaching.	Does the school administrator align evidence to the Framework for Effective Teaching when giving feedback?
1c. Coaching and Development. Invests in the on-going growth and development of adults to improve student learning.	Does the school administrator provide resources, practices, and development aligned to growth on the Framework for Effective Teaching?
1d. Differentiated Management. Strategically retains effective staff, anticipates openings and implements a rigorous selection and hiring process.	Does the school administrator retain high performers?
	Does the school administrator exit or develop low performers and proactively and rigorously fill vacancies?

This competency outlines behaviors to ensure that school administrators are developing and managing *all* staff within their schools. All teachers need clear expectations, and individualized feedback, to develop and maximize performance. In the NBOE, the Framework for Effective Teaching is the basis for what effective instruction looks like, and school administrators should align evaluation ratings and feedback for teachers to it, ensuring clear expectations, common language and actionable feedback within schools. Because successful schools and classrooms are dependent on the contribution of all school-based personnel, the final indicator focuses on a school administrator's ability to provide effective evaluation and development to other instructional staff, such as Child Study Teams.

The indicators in this Competency also assess a school administrator's ability to build a highly effective school. This means that the school administrator uses evaluation outcomes to strategically retain high performers and exit or develop low performers.

Competency 2: Curriculum, Assessment and Instruction:
Effectively uses curriculum and assessment tools to advance standards-aligned instruction.

Indicators	Key Questions
2a. Promote Common Core Mastery. Demonstrates a high-level knowledge of the Common Core Standards, and ensure school-wide focus on the standards.	Does the school administrator know the NJSLS and the instructional shifts required to achieve them?
2b. High-Quality, Grade-Level Materials. Ensures rigorous curricular materials, text, and instructional strategies are aligned with Common Core and with each other.	Does the staff know the NJSLS and the instructional shifts required to achieve them?
2c. Planning Aligned to Common Core Mastery. Implements building-wide systems to ensure teachers are creating effective unit and lesson plans aligned to each other and to best-in-class resources.	Is the staff using accessible texts, materials, and strategies to promote mastery of the NJSLS?
2d. Measures for Common Core Mastery. Ensures high quality, effective tools to assess and monitor student mastery of NJSLS.	Is the school using NJSLS aligned assessments in all grades and subjects?
2e. Academic Intervention. Designs and implements differentiated academic interventions.	Does instruction center on the use of grade-level appropriate, NJSLS aligned texts and the use of those texts in writing, thinking, and speaking?
2f. Literacy Centered. Implements literacy driven instruction in every classroom to ensure all students are reading, writing, thinking and speaking at high levels.	

The NBOE strives to prepare all students for college or career readiness through the State Standards (NJSLS). This Competency assesses the extent to which a school administrator promotes and implements the NJSLS in his or her building. The most effective schools set a shared vision of achievement for staff and students. The NJSLS are the foundation of our rigorous vision for learning in all classrooms, not just in Math or ELA classrooms, and it is the school administrator's responsibility to ensure that staff members know the standards, what the standards look like in practice, and how those standards are measured.

The school administrator is responsible for ensuring the school, and its staff, have the resources it needs to be successful. Instructional staff should have access to available curricular materials and assessments, or have the opportunity and necessary support to develop them, and be using them in the classroom. One of the biggest shifts required of the NJSLS is a focus on literacy through the use of grade-level text in reading, writing, thinking, and speaking. Instruction should be text-driven even in non-ELA classrooms. The school administrator should ensure learning is rooted in text.

Competency 3: Student and Family Support:
Supports students' academic, social and emotional growth.

Indicators	Key Questions
3a. Safe and Strength-Based Culture. Creates a safe and positive learning environment where interventions are proactive and strengths-based.	Is the school focused on a culture of learning? Is the school safe for all students and staff?
3b. Family Engagement Around Supporting Growth. Engages regularly with families about student growth and progress.	Is there a plan for engaging families and the community? Are the school administrator and staff regularly executing on that plan?
3c. Student Efficacy. Promotes student ownership of learning and social and emotional goals and facilitates student leadership and development.	Are students supported emotionally and socially so they can engage in learning?
3d. Student Interests. Provides access to comprehensive, balanced programming that appeals to students' academic and non-academic interests.	Are all students encouraged and able to engage in learning?
3e. Inclusive Practices. Ensures students are served in the least restrictive environment.	

Successful schools are rooted in a culture of learning. This starts with a physically and emotionally safe environment, where students have an interest and part in their own learning. It also includes engaging those closest with students, families, in supporting learning by keeping them informed on student progress.

This competency asks the question whether the school is a place where learning can take place – is it safe and does it foster a positive environment. When this is true, students and staff can focus on achievement and students are free to take the learning risks necessary to achieve at a high level. Leaders should put in place systems and programs that allow students to take ownership and interest in their learning, and ensure all students have the opportunity to do so. The indicators focus on all students and creating an environment where all students can learn.

Competency 4: Transformational Leadership:
Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.

Indicators	Key Questions
4a. Personal Responsibility and Relentless Drive for Achievement. Demonstrates resiliency in the face of obstacles and results-orientation in improving student outcomes.	Does the school have a shared vision for achievement? Can the school administrator, staff, students, parents articulate that vision?
4b. Strategic Thinking. Creates a plan and develops systems to track priorities with measurable targets. Makes strategic decisions to advance goals.	Does the school have clear goals for obtaining its vision? Does the school administrator measure progress toward these goals and adjust practice when necessary?
4c. Adult Alignment. Ensures all adults are aligned to build and advance school goals and values.	Does the school administrator and staff persevere through challenges?
4d. Change Management. Demonstrates an understanding of change processes and manages change effectively.	Do both school leaders and staff take ownership for school-wide success?

A school administrator must be able to set a vision and goals, align others toward that vision and those goals, and develop and execute a plan to achieve them. This competency focuses on a school administrator's ability to do so, even in the face of the many challenges our schools and our students face. The indicators articulate expectations of the school administrator in taking a personal responsibility for success and ensuring ownership through an aligned staff. Success for our students requires transformative change across our district, including in our schools. Because transformation cannot happen without change, which is often a difficult process, the final indicator requires school administrators to understand how change occurs and how the challenges it brings can be managed and persevered to achieve success.

Competency 5: Organizational Leadership:
Implements systems and processes to effectively manage operations.

Indicators	Key Questions
5a. Quality and Management of Teams. Manages a cabinet or teams to meet student mastery goals.	Is the school administrator effectively managing or leading others to achieve goals?
5b. Organizational Systems. Employs organizational systems to implement plans toward achievement goals.	
5c. Communication and Interpersonal Skills. Listens and communicates effectively and strategically based on the situation, audience and needs.	Does the school have effective systems to allow it to efficiently focus on learning?
5d. Data Transparency. Uses and shares data to support students.	Does the school administrator, and his or her staff, regularly use and make data available to make decisions?

Being an effective school administrator includes the systems, relationships, and communication that support effective learning and change. The Indicators in this Competency articulate what is expected of a school administrator individually or what a school administrator is expected to empower others to effectively do. An effective school administrator puts the right people in place to succeed and provides them with the systems and information they need to succeed. This includes making informed decisions by listening to, as well as communicating with, others.

This Competency also includes the use of data to measure progress and inform strategic decision making. School administrators need to ensure that data is available and shared regularly so that actions and resources to support student learning can be consistently implemented.

WHAT HAS CHANGED WITH THE FRAMEWORK SINCE ITS INITIAL DEVELOPMENT?

Based on the feedback, changes were made following the 2012-2013 and 2013-14 school years to:
- ensure expectations for school administrators are as explicit as possible and align clearly to the district's goals and objectives;
- ensure alignment with the Framework for Effective Teaching to promote a coherent approach to performance management in NBOE; and,
- respond to feedback from school administrators about elements that are important to the work of a school administrator but were missing or unclear in previous versions.

Competency 1: A sharper focus on managing instructional staff.
Many of the ideas in this Competency remain the same, but the focus has sharpened on elements of effective management of teachers. A focus on Differentiated Management was included to ensure that

there is a clear expectation for developing low performers and supporting and retaining high performers. The language throughout competency 1 was change to include all staff and not limit its focus to only teachers. The expectation is that school administrators are responsible for the quality of all instructional staff in their building, not just teachers.

Competency 2: Stronger alignment to instruction that leads to standards mastery.
Indicators within this competency were adjusted to more explicitly articulate school administrator expectations for advancing Common Core-aligned instruction in their building through a school-wide focus on NJSLS mastery and ensuring strong materials, planning and assessment. Academic Interventions and Literacy were maintained as two key focus areas.

Competency 3: A clearer articulation of supporting the whole child.
This Competency was overhauled to focus specifically on the social and emotional growth of all students. A clear focus on engaging families in this support, both for academic and social and emotional growth, was articulated. Additionally, the whole student was prioritized by focusing on student efficacy, inclusive practices, and a safe and secure environment.

Competency 4: The combination of important leadership elements, prioritizing what's most important.
Elements of former Competencies 3 (Culture of Achievement) and 4 (Transformational Leadership) were combined to focus on what's most important to being a transformational leader and maintaining a strong school culture. An indicator on Collective Responsibility was included to assess the school administrator's ability to ensure that all adults in the building share a sense of urgency and responsibility for meeting goals.

Competency 5: Highlighting key operational responsibilities critical to effective leadership.
This new Competency was added to reflect the importance of operational elements in effective leadership. It includes managing a cabinet, implementing operational systems, maintaining strong communication and interpersonal skills, and using data to make decisions in support of students,

LINKS TO PROFESSIONAL DEVELOPMENT

The Leadership Framework also serves as the basis for school administrators' professional development in the NBOE by providing a common language through which all school administrators can assess their own leadership and identify areas where they can improve, to ensure effective staff management and building leadership. Much like great school administrators differentiate support for their teachers and staff, supervisors should do the same for their school administrators by providing individual feedback and support to help school administrators reflect on their leadership and perfect their craft. Supervisors should:
- Discuss and collaboratively plan the school administrator's professional development plan for the year, focusing on areas for growth aligned to the Framework and grounded in Administrator Goals.
- Hold regular conversations to discuss and reflect on strengths and growth areas as well as assess progress toward Administrator Goals. These conversations should be grounded in the Framework to ensure a common language, understanding, and alignment.
- Provide timely, honest, accurate, specific, and actionable feedback following site visits tailored to individual growth areas, school administrator development, and school outcomes.
- Differentiate professional development and support based on each school administrator's needs. Professional development can take many forms, including but not limited to: formal training, mentoring, coaching, modeling, observing an effective school administrator, co-planning,

collaboratively reviewing data, professional learning communities, and more. Supervisors and school administrators should together identify the content and format that will best meet each school administrator's needs.

With the implementation of the Leadership Framework, NBOE is committed to ensuring school administrators are supported to improve their leadership and ensure effective staff management and school achievement.

SCHOOL ADMINISTRATOR EVALUATION PROCESS IN 2022-2023

This section outlines the process for school administrator evaluation, in alignment with state requirements, in NBOE for the 2022-2023 school year. First, we provide a brief overview of the components of evaluation – some required, others recommended – and then go into greater detail for each component. (Unless specifically indicated, the components of evaluation for Principals and Vice Principals are identical.)

Application of the Framework

With the above principles in mind, we established processes for how to use the Framework – starting with how to identify mastery of the Competencies and Indicators in leaders. Our evaluation system examines school administrators' mastery of the Framework in several different ways, so that evaluations paint a complete picture of every school administrator's success. To that end, we focus on tangible actions or outcomes that can be *seen and/or measured* – through school site visits, school academic and professional development plans, or school-wide student data. Specifically, similar to what we have shared with the Framework for Effective Teaching:

- We consider what can be *observed.* This includes school site visits and walk-throughs, observations of team meetings, co-observations of teachers, and so on.
- We consider what can be *seen in artifacts*, examples being school strategic plans, school schedules, professional development plans, curriculum, etc.
- We consider what can be *seen through quantitative data*, such as school-wide standardized and interim assessment data, surveys, etc.

Supervisors will use evidence that they gather through each of these lenses to assign school administrators a score in each Competency, which leads to a single overall evaluation rating.

The Leadership Framework allows educators to assess a wide variety of evidence in determining whether a school administrator is meeting expectations and if their Administrator Goals have been met. Observations are not the only mechanism by which observers can collect evidence. Student learning data and artifacts of the school administrator's practice allow supervisors and school administrators to have a more complete picture of the school administrator's effectiveness across all five Competencies.
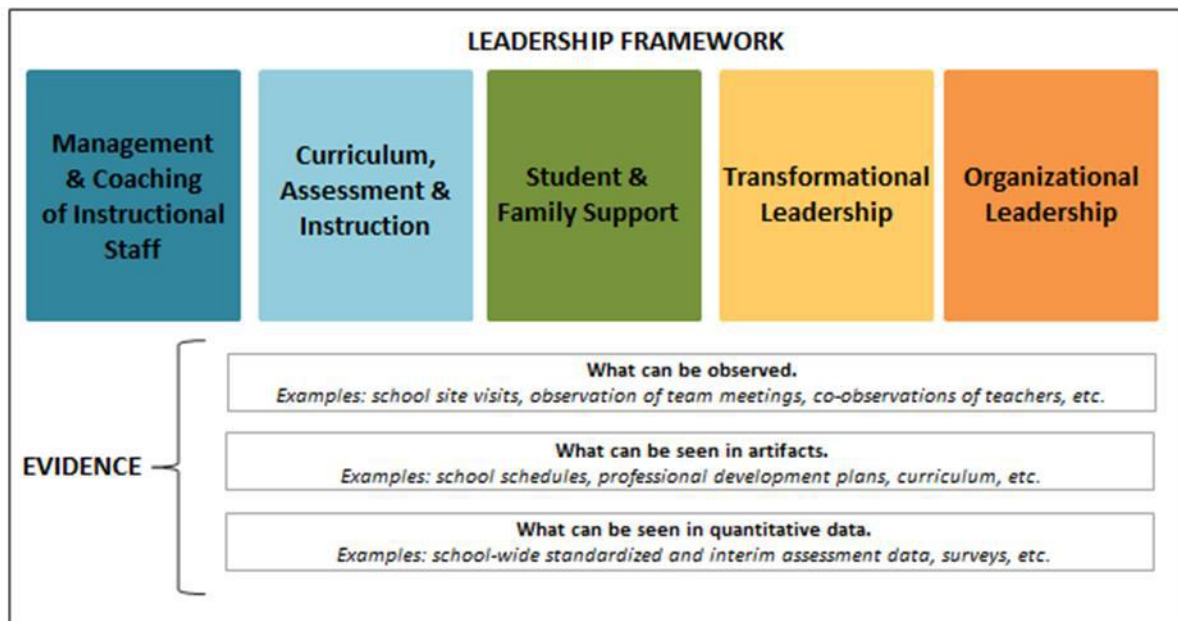
These different sources of evidence can inform the four major components of the arc of school administrator evaluation:
- **Goal-Setting Conference** to set school Administrator Goals and professional development goals on Individual Professional Development Plans or Corrective Action Plans, depending on last year's evaluation rating;
- **Observations**, including potentially pre- and post-observation conferences;
- **Mid-year Conferences** to examine evidence and data to assess and reflect on progress to-date toward Administrator Goals and professional development goals; and
- **Annual evaluations** to examine all evidence and assign final ratings on each of the five Competencies and Student Achievement measures.

Each of these is described in greater detail below.

Goal-Setting Conferences / Individual Professional Development Plans: At the Goal-Setting Conference, the supervisor and school administrator should review student, teacher, and school-wide performance from the previous school year. Working together, the supervisor and school administrator should set Administrator Goals as well as professional growth goals for his/her own development. Both of these sets of goals are captured in the school administrator's Individualized Professional Development

Plan (IPDP), or Corrective Action Plan (CAP) for administrators rated Ineffective or Partially Effective the previous year, and reviewed throughout the year.[1]

Observations: Observations require the identification of specific, tangible evidence related to actual school administrator practice and student outcomes. Comparing data to objective benchmarks in the rubric allows both the school administrator and the observer to make evidence-based judgments about the level of quality leadership.

There is a minimum number of two or three observations for tenured and non-tenured school administrators, respectively, but there is no maximum number of observations that may occur as part of the data-gathering process. Evaluators should observe school administrators in schools as often as they think is helpful for the purposes of 1) providing feedback for the school administrator's development and 2) collecting evidence to assign ratings at the mid-year review and the annual evaluation. The frequency of observations may vary depending on the school administrator's development needs and the availability of sufficient evidence.

Observation for administrators can be conducted either as single instances or as reviews of work over time. In other words, an administrator can be observed in engaging in a single instance of a particular activity such as conducting a professional development session or giving feedback to a teacher. Alternatively, an observation could be a review of work over time; for example a review of observation write-up or communication logs. The appropriate type of observation is dependent on the specific responsibilities of the administrator. The supervisor should be sure to gather enough evidence to effectively coach and evaluate all administrators.

Mid-year review: At the mid-year review, the supervisor and school administrator should review progress toward Administrator Goals and professional development goals contained in the IPDP or CAP and refine strategies and plans where needed in order to meet those goals at the end of the year.

The supervisor considers evidence gathered through all observations completed to-date and evidence of progress toward goals. Based on this evidence, the supervisor assigns a formative performance level to all Competencies (1-5), focusing on Competencies that are most critical in order for the school administrator to meet his/her goals. A performance rating is calculated based on the school administrator's total performance on each of the five Competencies, which indicates which rating the school administrator is on track to receive at the end of the school year. Although only school administrators on CAPs (discussed more in detail below) are required to have mid-year reviews by February 15th, they are strongly recommended for all school administrators.[2]

Annual evaluation: Annual evaluations are required for all school administrators.[3] At the annual evaluation the supervisor considers evidence gathered through all observations completed during the year, the Mid-Year Conference, and progress toward Administrator Goals and professional development goals. Based on this evidence, the supervisor assigns a performance level to Competencies 1-5. Based on the sum total of these Competency performance levels, the supervisor assigns an overall performance level prior to the annual conference. The preliminary annual evaluation conference and rating should be completed for all administrators by June 15th. The final summative rating will be updated based on the

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[1] N.J.A.C §§ 6A:9-3.3, 15.4 and § 6A:10-2.5.

[2] N.J.A.C. §§ 6A:10-2.2 and 2.5.

[3] N.J.A.C. §§ 6A:10-2.2, 2.3, and 2.4.

school administrator's final performance on his/her goals once all measures of Student Achievement (Administrator Goals, Average Teacher SGOs, SGP) are available and incorporated later in the Fall.

EVALUATION PROCESS DETAILS

In this section, we go into greater detail about each component of the school administrator evaluation cycle in 2022-2023. Please see an overview of the suggested timeline for this work in Appendix E.

Goal-Setting Conference
School administrators and supervisors should start the yearly evaluation process with a goal-setting conference. In this meeting, supervisors and school administrators will determine which Administrator Goals they would like to achieve during the school year and how progress toward those goals will be measured. Supervisors will also support school administrators in crafting and finalizing their professional development goals, including plans and strategies for meeting those goals. Goals for both the Administrator Goals and school administrator professional growth should be incorporated in the school administrator's IPDP or CAP, if applicable.

- **IPDPs** are for all school administrators who received an Effective or Highly Effective on their Annual Summative rating in the 2020-2021 school year or who are new to the district in 2022-2023. IPDPs can be completed in Whetstone and the hard copy should be on file at the school site, as well as, in the Assistant Superintendents' office by October 31st.

- **CAPs** replace the IPDP for those school administrators who received a rating of Ineffective or Partially Effective on their Annual evaluation summative rating for the 2020-2021 school year. The content of the CAP closely resembles the content of the IPDP but is more robust to ensure struggling school administrators receive the necessary additional support for their growth. CAPs should be completed and on file with the supervisor by October 31st.

In order to set appropriate school-wide Administrator Goals, supervisors and school administrators should review the areas of focus for the school administrator's school. These focus areas should be aligned with the school's priorities. Supervisors and school administrators will then discuss and agree on an "end point" or goal for the school's progress of the focus area over the course of the year. After establishing the end points, supervisors and school administrators will identify which tools will be employed by the school administrator to track progress toward the end point.

In addition to school-wide Administrator Goals, this meeting will also focus on creating professional development goals, which must be completed and on file for all school administrators. By completing the goal-setting conference at the start of the year, school administrators and supervisors will have a shared tool to use in communicating about goals and anticipating growth areas. The goals, and IPDP or CAP if used, will serve as a reference document for other evaluation conferences, feedback discussions, and professional development throughout the year.

Minimum requirements for observations
According to the New Jersey Administrative Code,[4]
- All school administrators must have at least two observations;
  - non-tenured school administrators must have an additional observation for a total of three observations, and;

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[4] N.J.A.C. §§ 6A:10-2.2, 2.3, and 4.4.

- school administrators on a CAP must have one additional observation for a total of either three or four observations depending on tenure status.
- Observations can include, but are not limited to, building walk-throughs, staffing meeting observations, parent conference observations, or case study analyses of a significant issue.
- All observations must be followed by a post-observation conference within fifteen teaching staff member working days.

Outlined below is the number of observations for tenured and non-tenured school administrators, as required under the New Jersey Administrative Code[5]:

Non-tenured school administrators	Must have at least 3
Non-tenured school administrators with a CAP	Must have at least 4
Tenured school administrators	Must have at least 2
Tenured school administrators with a CAP	Must have at least 3

Pre-Observation Conference

Observations for school administrator evaluations may either be announced (scheduled in advance with the school administrator) or unannounced (not scheduled in advance). Announced observations may start with a pre-observation conference. The pre-observation conference should occur no more than seven days before an announced observation. During this conference, the school administrator and observer may discuss the planned schedule and activities/meetings for the day of the observation, the activity/meeting objectives, specific areas of growth to look for, etc. During this pre-observation conference, the observer can ask guiding questions to help the school administrator consider the planned activities/meetings.

School administrators may share or upload artifacts such as schedules, professional development plans, surveys, and school-wide interim assessment results in the Whetstone system prior to the pre-observation conference. The most important questions to answer in a pre-observation conference are:
- Are the planned strategies, activities, and meetings aligned to the Administrator Goals?
- Are the planned strategies, activities, and meetings likely to support and develop staff?
- How will the school administrator know whether activity or meeting objectives have been met?
- Is there anything in particular the school administrator would like feedback on as part of the observation?

Observations

In the NBOE, tenured school administrators will receive a minimum of two observations, while non-tenured school administrators will receive a minimum of three observations. School administrators with a CAP will receive an additional observation above the minimum. Observations capture evidence of Indicators on the Leadership Framework. There is no minimum or maximum length for school administrator observations. There is also no limit to the number of observations that can occur over the course of the year – observers may conduct as many as is necessary or helpful.

During the observation, the observer should collect low-inference evidence. Low-inference evidence includes the exact school administrator and staff actions you see during the observation. These actions are recorded without interpretation or assumption.

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[5] N.J.A.C. §§ 6A:10-5.4.

After the observation, the observer should complete the summary in the Whetstone online system, assigning evidence to specific Indicators as available. Supervisors are encouraged to continuously record evidence from informal observations and other collected evidence in Whetstone on a continuous basis to consider during an administrator's Mid-Year Conference and Annual Evaluation.

Observations allow the supervisor to focus on evaluating Competencies that are most relevant to the school administrator's growth and development or the areas where they find a preponderance of evidence based on what was observed. Indicator ratings may also be provided for Indicators for which the observer has a preponderance of evidence. Observers should then provide an overall rating for the observation based on the preponderance of evidence for rated Competencies. An observer is not required rate every Competency or every Indicator after an observation. However, it is expected that every Competency will be rated at least once before the annual evaluation at the end of the year. If any indicator is rated within a competency, the corresponding competency should then be rated as well.

Before assigning a performance level to a Competency, it is critical to compare the objective observations with the Indicators stated in the rubric. As with all evaluation systems, there is some degree of judgment involved. However, the focus on low-inference evidence makes the system more objective. Decisions regarding the designation of a performance rating for Competencies, as well as the overall observation assessment, need to be based on the data and evidence gathered during the observation.

For Competencies where there is enough evidence to assign a performance rating, the observer chooses a performance level for the Competency based on a preponderance of low-inference evidence collected in that observation. Observers should report ratings for specific Indicators as well when appropriate. Based on the rating of at least one Competency, the evaluator should then assign an overall observation rating. The observer should then share this summary with the administrator through Whetstone and discuss during a post-observation conference.

Post-Observation Conference (Required)

Following an observation, the observer must meet with the school administrator to reflect on the observation together.[6] This reflection process is the centerpiece of professional growth, refinement of leadership, and continuous improvement. The post-observation conference must take place within 15 staff member working days after the observation (though it is recommended within 3 days of the lesson in order to provide timely feedback).

To guide this process of reflection and collaborative analysis, the school administrator is encouraged to record their reflections in Whetstone in preparation for the post-observation conference between the school administrator and the supervisor. School administrators may choose whether to share this written copy of their reflections with the supervisor. These reflections may form the basis for the post-observation conference, and supervisors may record school administrators' responses as part of the process to collect evidence of school administrator reflection.

At the post-observation conference, the school administrator and the observer discuss whether the observer should make any changes based on available evidence. The observer can update the form in Whetstone and share a final version with the school administrator in the system, ensuring there is a printed hard copy available at the school site. Both parties should sign the form electronically, as well as,

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[6] N.J.A.C. §§ 6A:10-5.4.

on paper. This school administrator reflection should serve as the impetus for the refinement of future planning and the delivery of effective leadership practices. This may involve selecting additional strategies or approaches to refine school operations, implementing additional resources to enrich the staff practices, and/or establishing a direction for professional growth and development.

It is good practice that the supervisor and school administrator reference the school administrator's IPDP or CAP during the post-conference. This review is required for school administrators with CAPs, and is built in as an additional step in Whetstone for these school administrators.[7]

The school administrator must sign the observation summary form, indicating that he or she has reviewed the ratings. (The school administrator's signature indicates that the school administrator has received and had an opportunity to read the summary; it does not indicate agreement with the ratings.) A signed observation summary must be kept on file by the supervisor; the school administrator may also request a signed hard copy at that meeting. The administrator should also electronically sign in the Whetstone system.

Mid-year Conference (Strongly recommended for all; required for school administrators on a CAP)

The Mid-Year Conference is an opportunity for the supervisor and the school administrator to discuss the school administrator's progress toward Administrator Goals and professional development goals set at the start of the school year. We recommend that all Mid-Year Conferences take place by mid-February; for school administrators on a CAP, it is required by February 15th.

Using the Leadership Framework, the Mid-Year Conference is an opportunity for the supervisor to identify strengths, provide encouragement, and share suggestions for improvement based on evidence collected throughout the year. The conference also provides an opportunity to review and/or modify the school administrator's IPDP or CAP. As part of the mid-year process, administrator and evaluator may complete an *optional self-assessment at the discretion of their supervisor* prior to the review (Appendix C).

The mid-year rating is a formative rating, rather than summative, and indicates the rating that the school administrator is on track to receive at the end of the school year. The mid-year rating serves as one piece of evidence for the Annual Evaluation rating and is an important element of formative feedback for the school administrator. The school administrator should sign the Mid-Year Conference form. The school administrator's signature indicates that the school administrator has received and had an opportunity to read the summary, but does not indicate agreement with the ratings.)

Annual Evaluation (Required)

A summative performance review must be completed for each school administrator on an annual basis.[8] This evaluation is a summative statement which incorporates the data and evidence gathered throughout the year. Annual Evaluations should be completed by April 6th for non-tenured administrators and June 15th for tenured administrators.

The Annual Evaluation summary form should be completed in Whetstone by the supervisor and shared with the school administrator. At the Annual Evaluation, administrators will receive an evaluation based

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[7] N.J.A.C. § 6A:10-2.5.

[8] N.J.A.C. § 6A:10-2.4.

only on evidence toward the Leadership Framework Indicators, and the scoring and evidence-based review process is the same as for the mid-year review.

The school administrator and supervisor should then meet for an Annual Evaluation conference. At this conference, the school administrator and supervisor will:
- Discuss the school administrator's overall performance and evidence-based ratings
- Review the school administrator's IPDP or CAP to:
    - Discuss the progress toward Administrator Goals using any data that is available
    - Review progress made on the professional goals set at the beginning of the year and his or her overall professional growth using any data that is available
    - Identify growth areas for focus during the next school year

The supervisor will then revise the Annual Evaluation, if necessary, based on this conference. The school administrator and supervisor will sign off on the annual evaluation.

> **Note:** The annual evaluation will be updated once all Student Achievement measures – Administrator Goals, Average Teacher SGOs, SGP – are available and incorporated in the Fall. The specific measures included in an administrator's final summative evaluation, and the weights of those measures, will vary depending on the grade levels in a school administrator's school. For example, a traditional 9-12 high school administrator will receive no SGP score. However, they will be impacted by the SGO score.

Scoring the Mid-year and Annual

At the Mid-Year Conference and Annual Evaluation, the supervisor should consider all evidence collected during the entire school year through observations, informal observations, progress toward Administrator Goals, conferences, and other interactions with the school administrator. To determine an administrator practice rating, the administrator should:

1. For each Indicator and Competency:
    - Review the descriptor language,
    - Review the preponderance of evidence (observations, artifacts, and quantitative data) for Indicators for each Competency, and;
    - Select the performance level for each Competency that best describes the available low-inference evidence. Each Competency performance level has a corresponding numerical score throughout the year:

Highly Effective	4
Effective	3
Partially Effective	2
Ineffective	1

2. To determine the administrator practice rating, the supervisor will add up the scores for each of the five Competencies. This total (between 5 and 20) dictates the rating. The school administrator's practice rating is then determined based on the following ranges of scores:

Highly Effective	18-20 points
Effective	13-17 points
Partially Effective	8-12 points
Ineffective	5-7 points

The administrator practice ratings will then be combined with student achievement measures to determine the **Final Summative Rating.** The student achievement measures include the administrators Student Growth Objective (SGO) score, the SGO average scores for the teacher at that location, and, for schools with tested grades, the median student growth percentile (mSGP) determined by the state DOE.

Although the student achievement measures will not be available and incorporated into the rating at the time of the annual evaluation conference, supervisors and administrators should discuss current administrator progress toward goals based on any formative data that is available. Once all Student Achievement measures are available, they will be incorporated into a school administrator's evaluation, and the administrator's final summative evaluation rating will need to be updated.

WHETSTONE: CAPTURING AND SHARING EVIDENCE

To ensure a school administrator is fully involved and integrated into the evaluation process, in 2022-2023, NBOE is partnering with Whetstone Inc. to provide a fully-functional performance evaluation and professional development management platform that captures all of the information outlined in greater detail in this section.

Every evaluator, school administrator, and teacher in the district will have a Whetstone account and should be logging into the system on a regular basis. To login, please visit https://apps.Whetstone.com. Resources to help access the system are available on the NBOE website here: https://www.nps.k12.nj.us/departments/human-resources/educator-effectiveness-evaluation-resources/whetstone-resources/ .

School administrators will log in to Whetstone using their NBOE login credentials. If you do not have a NBOE e-mail address, please reach out to the IT Help Desk as soon as possible. Once you have an email address assigned, you may reach out to evaluations@nps.k12.nj.us to ensure your access to Whetstone. For technical support on the system, please contact the Whetstone Help Desk at support@Whetstone.com or 888-418-1595.

APPENDIX A: NEWARK BOARD OF EDUCATION' LEADERSHIP FRAMEWORK 2022-2023

NEWARK BOARD OF EDUCATION LEADERSHIP FRAMEWORK

1. Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve instruction.					
Indicator	**Highly**	**Effective**	**Partially Effective**	**Ineffective**	**Sample Evidence**
1a. Evaluation Aligned to the district's Evaluation Frameworks. *Synthesizes evidence to provide an accurate assessment of employee's performance towards student mastery.*	Accurately assesses all staff's performance. Consistently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Accurately assesses most staff's performance. Frequently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Assesses some staff's performance accurately. Uses evidence to describe performance over time but evidence is uneven in precision and capture of ties to student mastery.	Rarely assesses staff's performance accurately or rarely describes performance over time in an evidence-based narrative. Few evaluations are tied to student mastery.	OBSERVABLE • Feedback sessions • Staff meetings (PD / PLC) • Delegation of Roles
1b. Tailored Feedback and Coaching Aligned to the District's Evaluation Framework. *Gathers data and provides timely, actionable feedback and coaching aligned to expectations for effective teaching.*	Consistently provides timely, tailored, iterative, and bite-sized feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.) and ensures teacher growth. Communicates feedback in	Frequently provides timely, tailored, iterative, and bite-sized feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.), and ensures teacher growth.	Frequency of feedback and coaching is inconsistent or extensive time passes between observation and reception of feedback. Feedback is sometimes aligned with expectations in the district's frameworks. Coaching occasionally ensures teacher growth.	Rarely provides timely, tailored, iterative, or bite-sized feedback and coaching on the quality of instruction or feedback is not aligned with expectations in the district's frameworks. Does not use data from multiple sources. Coaching does not result in teacher growth.	Documents / Artifacts • Formal observation write-ups • Class Visits / Feedback forms • Observation Tracker • Intervention Plans • Coaches logs • PD agendas
1c. Coaching and Development. *Invests in the on-going growth and development of adults to improve student learning. (PSEL 6b, 6c, 6d, 7e)*	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning. Individual and group professional	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning.	Inconsistently employs effective strategies in individual or group professional development. Strategies are not consistently differentiated or do not reflect knowledge of adult learning.	Ineffectively employs strategies for individual or group professional development. Strategies are not differentiated or do not reflect knowledge of adult learning.	• ScIP Agendas • Observation Tracker / Timeline • Communications / Emails • Calendar of Events
1d. Differentiated Management. *Strategically retains effective staff, anticipates openings and implements a rigorous selection and hiring process. (PSEL 6a, 6g)*	Leverages systems to select, hire, and support effective teachers. Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning. Develops or manages out ineffective staff. Develops strategies to retain high performing staff.	Leverages systems to select, hire, and support effective teachers. Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning. Develops or manages out ineffective staff.	Leverages systems to select, hire, and support teachers, but does not differentiate to focus on effective teachers. Sometimes develops or manages out ineffective staff.	Leverages ineffective or no systems to select, hire, support or retain staff. Develops or manages out few staff or inappropriately uses the budget process to move out ineffective teachers. Does not support effective staff.	DATA • Staff retention data • Evaluation completion • Rating distribution
Overall Rating based on preponderance of evidence	**Highly Effective 4**	**Effective 3**	**Partially Effective 2**	**Ineffective 1**	

2. Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction.					
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffectiv**	**Sample Evidence**
2a. Promote Standards Mastery. *Demonstrates a high-level knowledge of the State Standards, and ensures school-wide focus on the standards. .(PSEL 4a,4b)*	Demonstrates a deep understanding of student mastery of State Standards. Fosters a school-wide focus on the mastery of these standards. Nearly all teachers demonstrate knowledge of what it takes to attain mastery of these standards and use effective tools to ensure students meet standards.	Demonstrates an understanding of student mastery of State Standards, fosters a school-wide focus on the mastery of these standards, and ensures effective tools, systems and supports are in place to help students meet these standards.	Demonstrates a limited understanding of student mastery of State Standards with limited attempt to foster a school-wide focus on the mastery of these standards. Some tools, systems and supports are in place to meet those standards, but they are of inconsistent effectiveness.	Does not demonstrate an understanding of student mastery of State Standards or does not attempt to foster a school-wide focus on the mastery of these standards. Limited or no tools, systems and supports are in place to meet those standards.	Observable • Lesson Plan review system • Differentiated instructional practices • Instructional practices across classes • I& RS / PAP interventions implemented • Use of resources to aid / drive instruction
2b. High-Quality, Grade-Level Materials. *Ensures rigorous curricular materials, text and instructional strategies are aligned with State Standards and with each other. (PSEL 4b, 4c, 4e, 4f)*	Ensures effective use of texts, supplemental resources and curricular adaptations to support Standards-aligned instruction. Facilitates collaboration with other school teams to ensure rigor and alignment across the district.	Ensures effective use of texts, supplemental resources, and curricular adaptations to support Standards-aligned instruction.	Inconsistently ensures effective use of texts, supplemental resources, and curricular adaptations.	Does not supplement or make adaptations to curriculum or adaptations are not supportive of Standards-aligned instruction.	Documents / Artifacts • PLC agendas • Observation feedback • Tracking systems • Lesson Plan feedback • Assessment tracker and response planner • Resources provided to instructional staff
2c. Planning Aligned to Standards Mastery. *Implements building-wide systems to ensure teachers are creating effective unit and lesson plans aligned to each other and to best-in-class resources. (PSEL 4a)*	Ensures effective processes for Standards-aligned unit and lesson planning are in place and used school- wide. All teachers share plans and systems for unit and lesson planning.	Ensures effective processes for Standards-aligned unit and lesson planning are in place and used school- wide.	Inconsistently ensures processes for Standards-aligned unit and lesson planning are in place. Systems may not be used consistently school-wide or may be of varying effectiveness.	Does not ensure or use processes for Standards-aligned unit and lesson planning or systems are ineffective.	

				Data
2d. Measures for Standards Mastery. *Ensures high quality, effective tools to assess and monitor student mastery of State Standards. (PSEL 4f, 4g)*	Consistently engages teacher teams in data cycles of assessment that result in adjustments to instruction. Tracks progress to student mastery through analysis of assessment data. Employs a variety of tools to assess and monitor student mastery.	Frequently engages teacher teams in data cycles of assessment that result in adjustments to instruction. Tracks progress to student mastery through analysis of assessment data.	Sometimes engages teacher teams in data cycles of assessment. Does not always ensure adjustments are made in response to data. Irregularly tracks progress to student mastery through analysis of assessment data.	Does not engage teacher teams in data cycles of assessment. Does not or inconsistently tracks progress to student mastery through analysis of assessment data. Adjustments are not made in response to data.	• Assessment results
2e. Academic Interventions. *Designs and implements differentiated academic interventions. (PSEL 4f, 5c)*	Uses data to identify and support interventions for all students, whether or not they are making progress. Consistently employs strengths-based interventions.	Uses data to identify and support interventions for most students, whether or not they are making progress. Frequently employs strengths-based interventions.	Uses data to identify and support interventions for some students, whether or not they are making progress. Sometimes employs strengths-based interventions.	Uses data to identify and support interventions for few or no students. Rarely employs strengths-based interventions.	
2f. Literacy Centered. *Implements literacy driven instruction in every classroom to ensure all students are reading, writing, thinking and speaking at high levels.*	Implements a school-wide literacy strategy that integrates reading and writing instruction into nearly all lessons across all content areas. All teachers incorporate reading and writing that improves student literacy skills.	Implements a school-wide literacy strategy that integrates reading and writing instruction into most lessons across most content areas. Most teachers incorporate reading and writing that improves student literacy skills.	Implements a school-wide literacy strategy that integrates reading and writing instruction into some lessons across some content areas. Some teachers incorporate reading and writing that improves student literacy skills.	Does not implement a school-wide literacy strategy or implements one that integrates reading and writing instruction into few lessons across few content areas. Few teachers incorporate rating and writing that improves student literacy skills.	
Overall Rating based on preponderance of evidence	**Highly Effective 4**	**Effective 3**	**Partially Effective 2**	**Ineffective 1**	

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3. Student and Family Support: Supports students' academic, social and emotional growth.					
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**	**Sample Evidence**
3a. Safe and Strengths-Based Culture. *Creates a safe and positive learning environment where interventions are proactive and strengths-based. (PSEL 3a – e, 3g, 3h, 4c, 4d, 5a, b, c)*	Staff implements positive behavior interventions, based on an understanding of child and adolescent development. Learning theories promote accountability and restorative justice. Staff promotes a student culture based on shared norms for social behavior that ensures rigorous learning.	Regularly engages staff to implement positive behavior interventions, based on an understanding of child and adolescent development and learning theories that promote accountability and restorative justice.	Sometimes engages staff to implement positive behavior interventions. Interventions are sometimes based on an understanding of child and adolescent development and learning theories or inconsistently promote accountability and restorative justice.	Rarely engages staff to implement positive behavior interventions. Interventions are rarely based on an understanding of child and adolescent development and learning theories or do not promote accountability and restorative justice.	Observable • Parent participation / Engagement • Celebrations and Events • Parent Liaison Activities • Interactions with students and families
3b. Family Engagement Around Supporting Growth. *Engages regularly with families about student growth and progress. (PSEL 8a, 8b, 8c, 8e, 8f)*	Regularly and consistently partners and ensures staff partners with families to engage in dialogue about student progress. Builds and leverages family-based knowledge, skills and resources to support student growth.	Frequently partners and ensures staff partners with families to engage in dialogue about student progress. Builds and leverages family-based knowledge, skills and resources to support student growth.	Sometimes partners and ensures staff partners with families to engage in dialogue about student progress. Sometimes builds and leverages family-based knowledge, skills and resources to support student growth.	Rarely partners or does not ensure staff partners with families to engage in dialogue about student progress. Partnerships do not reach all families or result in low levels of engagement from families.	Documents / Artifacts • School Calendar • Parent meeting agendas • Flyers • Communication policy • School Website
3c. Student Efficacy. *Promotes student ownership of learning and social and emotional goals and facilitates student leadership and development. (PSEL 3b, 3f, 4d, 5d)*	Consistently promotes student ownership of learning. With student input, creates opportunities for student leadership and development. Supports clear social and emotional learning goals and implements a plan to support students in achieving mastery.	Frequently promotes student ownership of learning, creates opportunities for student leadership and development, supports clear social and emotional learning goals, and implements a plan to support students in achieving mastery.	Sometimes promotes student ownership of learning. Creates limited opportunities for student leadership and development. Creates a plan to support students in achieving mastery, but implements that plan inconsistently.	Rarely promotes student ownership of learning. Rarely or does not create opportunities for student leadership and development. Rarely supports social and emotional learning goals. Does not create a plan to support students in achieving mastery.	Data • Event attendance numbers • Frequency of parental outreach by teachers and administrators • HIB data • Attendance data

3d. Student Interests. *Provides access to comprehensive, balanced programming that appeals to students' academic and non-academic interests. (PSEL 3g, 3h, 4a, 5e, 5f)*	Ensures access to activities that appeal to diverse, individual student interests. Ensures programming is comprehensive and balanced and aligned to both academic and non- academic interests. Students take an active role in identifying and supporting activities.	Ensures access to activities that appeal to diverse, individual student interests. Ensures programming is comprehensive and balanced, aligned to both academic and non-academic interests.	Provides limited access to activities, or activities may not appeal to diverse student interests. Not all activities may be aligned with students' academic or non-academic interests.	Does not provide access to activities that appeal to student interests, or does not ensure access to activities that meet students' academic and non-academic interests.
3e. Inclusive Practices. *Ensures students are served in the least restrictive environment. (PSEL 3c, 3e, 4d, 5b, 5c,)*	Consistently ensures relentless support of all students, serving them in the least restrictive environment with a focus on strengths-based, non- punitive practices.	Ensures relentless support of most students, serving them in the least restrictive environment with a focus on strengths-based, non-punitive practices.	Ensures support of some students, serving them in the least restrictive environment with a limited focus on strengths-based, non-punitive practices.	Rarely ensures support of students, inconsistently serving them in the least restrictive environment, lacking a focus on strengths-based, non- punitive practices.
Overall Rating based on preponderance of evidence	**Highly Effective 4**	**Effective 3**	**Partially Effective 2**	**Ineffective 1**

4. Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships, and personal					
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**	**Sample Evidence**
4a. Personal Responsibility and Relentless Drive for Achievement. *Demonstrates resiliency in the face of obstacles and results-orientation in improving student outcomes. (PSEL 6i, 9a, 10e)*	Demonstrates on-going persistence and relentless focus to improve student outcomes. Continuously calibrates and adjusts approach to reach goals. Achieves majority of school goals.	Treats most challenges as opportunities and takes responsibility for student outcomes. Innovates and adjusts when plans have not proved successful.	Responds constructively to some disappointing moments, but has inconsistent persistence for on-going challenges. Sometime loses focus on student outcomes or does not adjust plans regularly.	Demonstrates defeatist reactions to challenges. Allows disappointments or failures to take focus away from student outcomes. Does not adjust plans when unsuccessful.	Observable: • Reception to feedback • Response to obstacles / challenges • Delegation of responsibilities • Incorporation of Data in decision making • PLCs • Partnerships • Alignments of meetings and goals / priorities • Leadership team meetings
4b. Strategic Thinking. *Creates a plan and develops systems to track priorities with measurable targets. Makes strategic decisions to advance goals. (PSEL 4b, 4d, 9c, 10b, 10d, 10h)*	Effectively breaks annual goals into milestones and maps action plans to milestones. Consistently adapts strategy and thinking based on progress toward weekly and monthly milestones. Uses multiple sources of data to	Effectively breaks annual goals into milestones and maps action plans to milestones. Adapts strategy and thinking based on progress toward weekly and monthly milestones.	Breaks annual goals into milestones and maps action plans to milestones. Sometimes adapts strategy and thinking based on progress toward weekly and monthly milestones.	Does not or ineffectively breaks annual goals into milestones and maps action plans to milestones. Rarely adapts strategy and thinking based on progress toward weekly and monthly milestones.	
4c. Adult Alignment. *Ensures all adults are aligned to a clear shared mission build and advance school' goals and core values. (PSEL 1[a,b,c,e,f], 6f, 7[b,c,d,f,g], 10c, 10d)*	Creates a clear mission and collaborative school culture of shared responsibility for school goals, with all staff aligned to goals and core values. Develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	Creates a clear mission and collaborative school culture of shared responsibility for school goals, with most staff aligned to goals and core values. Develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	School mission is not clear and only some staff are aligned to a collaborative school culture of shared responsibility for school goals and core values. Sometimes develops strategic partnerships with high- quality community partners to support the school's vision for student mastery.	School mission is not clear and does not create a collaborative school culture of shared responsibility for school goals or core values. Staff are not aligned to goals. Rarely develops strategic partnerships with high-quality community partners to support the school's vision for student mastery or invests in partnerships that do not further the school's vision.	Documents / Artifacts: • Strategic Plan • Periodic Report Card • Mission and Vision statements • Agendas • Professional Development

4d. Change Management. *Demonstrates an understanding of change processes and manages change effectively. (PSEL 1d, 1e, 1f, 9g, 10b, 10e)*	Implements and prioritizes changes to improve student mastery. Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading all staff and students through change initiatives. Strategically makes tough decisions to manage the change process.	Implements and prioritizes changes to improve student mastery. Effectively tailors approach to address multiple reactions and to support staff through change. Is successful at leading most staff through change initiatives.	Implements and prioritizes changes to improve student mastery. Sometimes tailors approach to address multiple reactions, with mixed results. Sometimes makes tough decisions to manage the change process.	Makes minimal effort to implement changes to improve student mastery. Rarely tailors approach to address multiple reactions or to support staff through change. Does not make tough decisions to manage the change process.	Calendars and Artifacts • Student Trackers Data: • Goals and results • Data Reports (District and School) • Power School Reports
Overall Rating based on preponderance of evidence	**Highly Effective 4**	**Effective 3**	**Partially Effective 2**	**Ineffective 1**	

5. Organizational Leadership: Implements systems and processes to effectively manage operations					
Indicator	**Highly Effective**	**Effective**	**Partially Effective**	**Ineffective**	**Sample Evidence**
5a. Quality and Management of Teams. *Manages a cabinet or teams to meet student mastery goals. (PSEL 7a, 7b)*	Ensures the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area. Creates mechanisms for collaboration towards shared goals.	Ensures that the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area or position.	Ensures that the right people are in Cabinet or team positions, but systems do not always encourage collaboration. Cabinet or team members are sometimes empowered to lead, with mixed results.	Cabinet or team members make minimal contributions to the school's goals. Systems limit collaboration or systems do not exist. Feedback is rarely shared.	Observable • Alignment of Budget, strategic plan, priorities, and initiatives • Delegation of responsibilities • Management / Development of partnerships • Systems to manage priorities initiatives and tasks
5b. Organizational Systems *Employs organizational systems to implement plans towards achievement goals. (PSEL 6g, 9a, 9c, 9e, 9f, 10d, 10h)*	Develops systems to effectively monitor goals and manage staff, time and operational priorities. Systems support forecasting of challenges.	Develops systems to effectively monitor goals and manage staff, time and operational priorities.	Develops some systems to monitor goals and manage staff, time and operational priorities. The systems are sometimes effective.	Develops no systems or ineffective systems to monitor goals and manage staff, time and operational priorities.	
5c. Communication and Interpersonal Skills. *Listens and communicates effectively and strategically based on the situation, audience and needs. (PSEL 2e, 8c, 9k, 9l, 10c, 10d, 10g, 10i)*	Builds rapport with stakeholders and staff by listening, tailoring all messages, and ensuring ideas are understood. Manages nearly all conflicts to positive resolution. Works to transform disagreement and dissent into opportunities for mutual gain.	Builds rapport with stakeholders and staff by listening, tailoring most messages, and ensuring ideas are understood. Manages most conflicts to positive resolution and does not avoid difficult conversations.	Builds rapport with stakeholders and staff by listening, tailoring some messages, and ensuring ideas are understood. Manages some conflicts to positive resolution but sometimes avoids difficult conversations.	Infrequently builds rapport with stakeholders and staff by listening, tailoring messages, and ensuring ideas are understood. Unsuccessfully manages conflicts or avoids difficult conversations. Messages are not differentiated or do not reach the intended audience.	Documents / Artifacts • Leadership meeting agenda • Strategic Plan • Data Collection and monitoring systems • Staff communication documents •
5d. Data Transparency. *Uses and shares data to support students. (PSEL 4g, 9g, 10g)*	Consistently collects and uses qualitative and quantitative data to support student academic and social emotional growth. Works with staff to translate and share data in a format that ensures student and family access and understanding. Facilitates school-wide review and reflection of data to evaluate effectiveness of strategies.	Frequently collects and uses qualitative and quantitative data to support student academic and social emotional growth. Works with staff to translate and share the data in a format that ensures student and family access and understanding.	Sometimes collects and uses qualitative and quantitative data to support student academic and personal growth. Infrequently works with staff to translate and share the data. Data is not consistently shared in a format that ensures student and family access and understanding.	Rarely collects and uses qualitative and quantitative data to support student academic and social emotional growth. Inconsistently works with staff to translate and share the data. Data does not ensure student and family access and understanding.	Data • MEL Progress 610 Budget Account
Overall Rating based on preponderance of evidence	**Highly Effective 4**	**Effective 3**	**Partially Effective 2**	**Ineffective 1**	

APPENDIX B: RECOMMENDED TIMELINES

Recommended Timelines for School Administrator Evaluation

Most dates below are not absolute deadlines but are included to support you in sequencing the steps in evaluation over the course of the year in order to make the process as valuable for you and for your leaders as possible. Required dates are highlighted in **bold.** We recognize that Professional Development will be happening in an ongoing, continuous basis and should be embedded throughout the process.

	All Leaders	**Leaders with a Corrective Action Plan**
Sept	Conduct goal-setting conference to develop IPDP, which includes professional growth and Administrator Goals, **completed by October 31**	Conduct goal-setting conference to develop CAP, which includes professional growth and Administrator Goals, **completed by October 31**
Oct	Complete first observation, including post-observation conference (and pre-observation conference if is an announced visit)	Complete first observation, including post-observation conference that explicitly discusses the CAP (and pre-observation conference if an announced visit)
Nov		Complete second observation, including post-observation conference that explicitly discusses progress on the CAP (and pre-observation conference if an announced visit)
Dec	Mid-year reviews begin; examine progress toward goals on IPDP at the review	Mid-year reviews begin; examine progress toward goals on CAP at the review
Jan	Complete second observation, including post-observation conference (and pre-observation conference if is an announced visit) Mid-year reviews **conclude by February 15**	Complete third observation, including post-observation conference that explicitly discusses progress on the CAP Required - Mid-year reviews **conclude by February 15**
Feb		
Mar	Complete third observation, including post-observation conference (and pre-observation conference if is an announced visit)	Complete fourth observation, including post-observation conference that explicitly addresses progress on the CAP
Apr	Non-tenured annual evaluation conference complete and rating assigned by **April 6**	
May		Annual evaluation conference and rating assigned by **May 15**

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June	Tenured annual evaluation conference and rating assigned by **June 15**	Work with Talent Office to pursue tenure charges or dismissal if applicable; Full documentation on tenure charges due **by May 31**

APPENDIX C: OPTIONAL MID-YEAR / ANNUAL REVIEW SELF-REFLECTION FORM

Mid-year Self-Reflection Form:
School Administrators

At the mid-year, the administrator and supervisor will sit down to reflect on administrator performance. This is an opportunity to collaboratively discuss strengths and growth areas. In preparation for this conversation, the administrator should reflect on performance. To assist you with this reflection, you can complete this self-reflection form.

Prior to your mid-year review, consider the Leadership Framework. Think about the following:

- *In what areas has your performance been strong? What are some of your successes? What evidence demonstrates this?*
- *In what areas can your performance continue to grow? What are you still hoping to accomplish? How can your supervisor support in in this area?*

School Administrator Name	Supervisor	Date

Leadership Framework Reflection

1. Management and Coaching of Instructional Staff: Effectively develops and managers talent to improve instruction.				
Evidence-Based Strengths:				
Evidence-Based Growth Areas:				
1a. Evaluation Aligned to the Framework for Effective Teaching	Highly Effective	Effective	Partially Effective	Ineffective
1b. Tailored Feedback and Coaching Aligned to the Framework for Effective Teaching	Highly Effective	Effective	Partially Effective	Ineffective
1c. Coaching and Development	Highly Effective	Effective	Partially Effective	Ineffective
1d. Differentiated Management	Highly Effective	Effective	Partially Effective	Ineffective
Self-Assessment Rating: Competency 1	Highly Effective	Effective	Partially Effective	Ineffective

2. Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common-Core-aligned instruction.				
Evidence-Based Strengths:				
Evidence-Based Growth Areas:				
2a. Promote Common Core Mastery.	Highly Effective	Effective	Partially Effective	Ineffective
2b. High-Quality, Grade-Level Materials.	Highly Effective	Effective	Partially Effective	Ineffective
2c. Planning Aligned to Common Core Mastery.	Highly Effective	Effective	Partially Effective	Ineffective
2d. Measures for Common Core Mastery.	Highly Effective	Effective	Partially Effective	Ineffective
2e. Academic Interventions.	Highly Effective	Effective	Partially Effective	Ineffective
2f. Literacy Centered.	Highly Effective	Effective	Partially Effective	Ineffective
Self-Assessment Rating: Competency 2	Highly Effective	Effective	Partially Effective	Ineffective

3. Student and Family Support: Supports students' academic, social and emotional growth.				
Evidence-Based Strengths:				
Evidence-Based Growth Areas:				
3a. Safe and Strengths-Based Culture	Highly Effective	Effective	Partially Effective	Ineffective
3b. Family Engagement Around Supporting Growth	Highly Effective	Effective	Partially Effective	Ineffective
3c. Student Efficacy	Highly Effective	Effective	Partially Effective	Ineffective
3d. Student Interests	Highly Effective	Effective	Partially Effective	Ineffective
3e. Inclusive Practices	Highly Effective	Effective	Partially Effective	Ineffective
Self-Assessment Rating: Competency 3	Highly Effective	Effective	Partially Effective	Ineffective

4. Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.

Evidence-Based Strengths:

Evidence-Based Growth Areas:

4a. Personal Responsibility and Relentless Drive for Achievement	Highly Effective	Effective	Partially Effective	Ineffective
4b. Strategic Thinking	Highly Effective	Effective	Partially Effective	Ineffective
4c. Adult Alignment	Highly Effective	Effective	Partially Effective	Ineffective
4d. Change Management	Highly Effective	Effective	Partially Effective	Ineffective
Self-Assessment Rating: Competency 4	Highly Effective	Effective	Partially Effective	Ineffective

5. Organizational Leadership: Implements systems and processes to effectively manage operations.

Evidence-Based Strengths:

Evidence-Based Growth Areas:

5a. Cabinet Quality and Management	Highly Effective	Effective	Partially Effective	Ineffective
5b. Organizational Systems	Highly Effective	Effective	Partially Effective	Ineffective
5c. Communication and Interpersonal Skills	Highly Effective	Effective	Partially Effective	Ineffective
5d. Data Transparency	Highly Effective	Effective	Partially Effective	Ineffective
Self-Assessment Rating: Competency 5	Highly Effective	Effective	Partially Effective	Ineffective

Self-Assessment Rating: Overall	Highly Effective	Effective	Partially Effective	Ineffective
Summary Comments				