

The evaluation system for educational leaders in the Allegany County schools contains three components: formative evaluation, summative evaluation and professional development.

Formative Evaluation

Formative evaluation is essential to allow an educational leader opportunities to improve his/her performance in line with the mission of the school system, the goals and objectives of the Board of Education, and professional priorities. School and school system leaders may conduct a formative evaluation or self-assessment as needed, but not less than one time per school year.

The formative evaluation must be conducted using the appropriate evaluation instrument (see appendix) for a specific professional assignment. The evaluation instrument contains six (6) standards, with three (3) competencies per standard, and multiple indicators that measure knowledge, disposition and performance. The six standards focus on matters related to teaching and learning and the creation of powerful learning environments. Not only do several standards directly highlight teaching and learning, but all standards are meaningful to the extent that they support a learning environment.

Summative Evaluation

Summative evaluation is essential to assuring accountability to the school system's clients and for allowing an educational leader opportunities to improve his/her performance in line with the mission of the school system, the goals and objectives of the Board of Education, and professional priorities. School and school system leaders shall conduct a summative assessment or formal evaluation annually.

The summative or formal evaluation must be conducted using the appropriate evaluation instrument (see appendix) for a specific professional assignment. The evaluation instrument contains six (6) standards, with three (3) competencies per standard, and multiple indicators that measure knowledge, disposition and performance. The six standards focus on matters related to teaching and learning and the creation of powerful learning environments. Not only do several standards directly highlight teaching and learning, but all standards are meaningful to the extent that they support a learning environment.

Professional Development

The *Standards for School Leaders*, published by the Interstate School Leaders Licensure Consortium (ISSLC), are designed to stimulate thought and dialogue about quality educational leadership, and provide material to enhance the quality of educational leadership in schools.

One vehicle for enhancing the quality of educational leadership is through continuous professional development of school leaders.

Evaluation Procedures

Who Schedules Evaluations?

The evaluation of an administrator/director/supervisor is scheduled by the immediate administrator/director/supervisor in cooperation with the person being evaluated.

Who Evaluates School Administrators, Directors, and Supervisors?

School administrators, directors, and supervisors are evaluated as follows:

1. Superintendent/Assistant Superintendent evaluates:
 - a. Executive Directors
 - b. Directors
 - c. Principals
2. Executive Directors/Directors evaluate:
 - a. Supervisors
 - b. Assistant Supervisors
3. Principals evaluate:
 - a. Assistant Principals
 - b. Curriculum Coordinators

What about Conferences?

A pre-evaluation conference shall be an optional part of the evaluation process and may be requested by the administrator/director/supervisor conducting the evaluation or by the person being evaluated.

A post-evaluation conference is a required part of the evaluation process and will take place in a timely manner following the completion of the written evaluation.

Evaluation conferences are to be scheduled cooperatively between the parties involved.

What about forms?

Six specific standards with performance criteria and indicators related to being an effective administrator/director/supervisor have been identified and included on all evaluation forms. The *School Administrator*, the *Administrative Director/Supervisor*, and the *Instructional Director/Supervisor Evaluation* forms are to be used to maintain a written record of all self- evaluations and formal evaluations.

On the self-evaluation checklist and on the formal evaluation checklist, all six (6) standards with performance criteria, and indicators should be assessed. In addition, there is an evaluation summary with a page for narrative comments related to the overall assessment for each specific standard.

The self-evaluation checklist and the formal evaluation checklist, use the following rating scale:

Competent (C) - Performance meets all standards and professional expectations. Effective practices and routines are established that result in an effective performance.

Needs Improvement (NI) – Performance does not completely measure up to standards and professional expectations. Practices and routines need to be modified to improve specific performance.

Unsatisfactory (U) – Performance falls below standards and professional expectations and is a serious threat to an effective performance. Specific recommendations or behaviors are identified which require immediate action.

Sample evaluation forms are located in the appendix of this handbook. Original evaluation forms may be obtained from the personnel office at the Board of Education.

What is the Evaluation Schedule?

Self-Evaluation Checklist - May 31

Self-evaluation checklists are submitted to the appropriate evaluator.

Formal Evaluation Checklist - June 30

The self-evaluation checklist is completed by each administrator/director/supervisor and reviewed by the respective evaluator (see page 37). Upon receipt of the self-evaluation checklist, the evaluator completes a formal evaluation checklist. Upon completion of the formal evaluation checklist the evaluator returns the completed formal evaluation checklist to the administrator/director/supervisor being evaluated. The completed checklists will form the basis for discussion during the evaluation conference.

Evaluation Summary - July 31

The evaluator arranges an evaluation conference to meet with the person being evaluated. Following the evaluation conference, the evaluation summary with narrative comments are completed and returned to the person being evaluated for signatures and copies.

In the event there is a disagreement with the final evaluation, a post-evaluation conference may be requested by either party for further discussion and resolution.

In the event the parties involved cannot resolve the disagreement, either party may appeal the final evaluation to the superintendent within 30 days of receiving the completed evaluation.